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ABSTRACT

This curriculum resource book provides activities in affective education which are designed to foster the strengthening of self-esteem and intrapersonal and interpersonal skills. The major goal of the program is to foster a life style which excludes substance abuse. It is also asserted that skills associated with the affective domain play a central role in the educational process, thus affective education is seen as relevant not to just "high risk" students, but to all students. "For Square Pegs Only" is designed especially for minority inner city youth. More than 80 activity worksheets, most of which involve creative writing, are included. These are organized under five subject headings: (1) Self Concept Activities; (2) Feelings Validation Activities; (3) Cultural Awareness Activities; (4) Decision Making Activities; and (5) Values Clarification Activities. Each section begins with an overall description of the activities, their objectives, and procedures for carrying them out. (KH)

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FOR SQUARE PEGS ONLY. . .

In working with youth, particularly youth from minority inner city communities, a number of age-old concerns haunt us. We are continually trying to ascertain why our youth drift away from education and towards gangs; what causes our youth to turn-off form education at such an early age in life (from school, from aspiring to do better in whatever endeavor, from creatively confronting challenges, from respecting authority figures); and what motivates our youth towards alcohol and drug use and abuse, thus casting a very hazy, uncertain, dismal cloud over their futures.

SQUARE PEGS attempts to deal with these issues on two levels. First of all, the curriculum is designed to serve as a vehicle to help youth begin an inquiry into self. As youth begin to look at themselves, understand, and appreciate themselves, they will begin to exhibit more confidence in tackling school/home life related issues, more eagerness to make well thought-out decisions, an increased willingness to share views with their peers in an atmosphere of trust and respect; they will not be easily swayed by their peers, and they will be less abusive towards their minds and bodies, as well as the minds and bodies of others. In essence, they will take a more active role in their lives.

SQUARE PEGS attempts to present facts and concepts in a style that will solicit a high level of response from student participants. By adding faces, figures, or animations to worksheet by creatively formatting a worksheet; and by using vibrant words and expressions to explain an exercise, SQUARE PEGS guarantees itself a certain level of response from youth.

SQUARE PEGS attempts to make learning a very relevant and personal experience. The exercises contained in this booklet force youth to seriously look at themselves and to examine their values. This examination should result in a greater appreciation of one's self and a higher degree of self-confidence. As one shares his/her values with one's peers, one also obtains a greater appreciation and tolerance of the viewpoints of others.

Through a series of exercises focused on improving the self-concepts of youth, making youth better aware of their feelings, helping youth tone-up their decision-making skills, and increasing their cultural awareness foundation, SQUARE PEGS is making youth FEEL GOOD about being themselves.

The exercises contained in SQUARE PEGS are accompanied by descriptions of the exercise, the objective for the activities, and the overall procedure for carrying-out those activities.

SQUARE PEGS should prove particularly valuable to those working with youth, adolescents, and adults. It's many activities should serve as vehicles to initiate meaningful discussions and serious introspection.

SQUARE PEGS contains more than 50 activity worksheets divided among the areas of Self-Concept Development, Values Clarification, Feelings Validation, Cultural Awareness, and Decision-Making Skills. This unique workbook is available for $25.00.*

There will be an additional charge for training which may be desired to better enhance the skills of the individual responsible for facilitating the curriculum and implementing the Square Pegs Approach To Prevention. As of this date, this charge has not been established.

If you are interested in purchasing copies of FOR SQUARE PEGS ONLY, please complete the attached order form and return to

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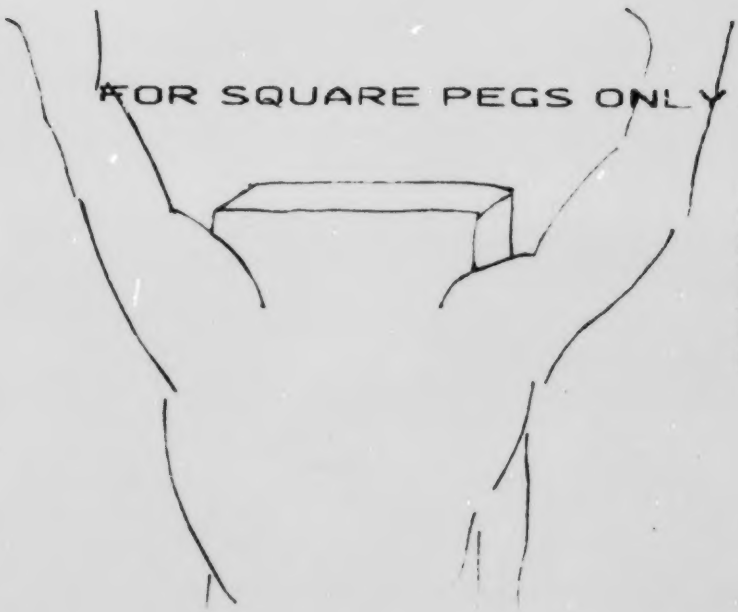

An Inner City Primary Prevention Curriculum Featuring Creative Writing Assignments Focused On The Themes Of Values Clarification, Self-Concept Development, Feelings Validation, Cultural Awareness, and Decision-Making Skills.....

FOR SQUARE PEGS ONLY!

FOREWORD

Prevention is defined as planned strategies designed to preclude or reduce that use of drugs and alcohol which has a negative impact on the individual, the family, and the larger society. Furthermore, it is a constructive, on-going process of developing the capacity to alleviate the incidence of substance abuse prior to its occurrence by promoting social and personal growth among individuals in order that they may develop to their full and positive potential as self-aware people with the power and skills to change themselves and/or their environment and attain the most desirable and realistic style of life that they choose.

Research has shown that an approach to prevention which promotes a positive influence on the individual is more likely to foster a life style which excludes substance abuse. Positive influences on an individual's life style can be defined as those activities which foster self-understanding, improved interpersonal and human relations skills, enhanced ability to relate to social institutions and effective coping behaviors to deal with stress.

Affective education is an approach to prevention which strives to foster emotional development, i.e., the strengthening of self-esteem and intrapersonal and interpersonal skills. This approach helps people to "get in touch with their feelings" in order to communicate better with others and to understand themselves. Affective education is a logical response to the observation that although school districts invariably adopt as their universal goal the education of the "whole person," schools usually devote most of their time and energy to the education of the cognitive intellectual domain. Increasingly, however, educators are becoming aware that even basic cognitive skills are learned in the context of affective prerequisites; feelings always influence our learning capability.

Affective education is based on the premise that the skills associated with the affective domain can be taught and learned through conscious intent as well as by unconscious design. The school must be able to contribute to the development of these skills rather than ignoring the central role they play in achieving the goals of the educational process. Many young people encounter developmental problems, such as low self esteem or communications problems,and an efficient way of helping them gain more awareness is in a supportive group setting.

Thus, affective education in the schools is seen as being relevant not to just "high risk" students, but to all students.

Some of the most important affective education activities/strategies include the following.

Continued-

SELF ESTEEM BUILDING

Self Esteem building techniques include recognizing and accepting feelings such as joy, anger,fear, disappointment,or affection; sharing aspects of oneself with other group members; and encouraging acceptance of individual differences.

VALUES CLARIFICATION

Values clarification is based on the premise that only on the basis of clearly recognized values can people make conscious well informed choices and decisions. There are three basic steps to this process: choosing freely from alternatives after carefully considering the consequences of each alternative; prizing- feeling positively about the choice and publicly affirming it; acting- manifesting the choice in action repeatedly and consistently.

ROLE PLAYING

Role playing is a useful technique to help students understand problem situations or value conflicts through simulated experience. It enables students to empathize with people in positions that may be dramatically different from their own and it is also a way of getting close to a sensitive problem and testing solutions without taking any great risk.

DECISION MAKING AND PROBLEM SOLVING

Decision making and problem solving techniques are quite similar. Decision making activities focus on individual problems or conflicts, while problem solving activities deal usually with group problems or conflicts. Whatever the level, individual decision making and group problem-solving involve a series of readily identifiable steps: define the problem or conflict; list the possible choices or alternative ways of resolving the problem or conflict; investigate the consequences of each resolution; and choose the alternative that is most satisfying to the individual or group.

Affective education is not a substitute for instruction in basic skills or other curriculum areas that are important to cognitive development. Ideally, affective education and cognitive education will truly balance each other. It is effective only when teachers believe in it, feel comfortable in the informal classroom atmosphere it requires, and are sensitive to and concerned about their student's non-academic concerns.

This brings us to SQUARE PEGS. SQUARE PEGS grew out of the observation that in working with youth, particularly inner city minority youth, a number of age-old concerns seem to haunt us. We are continually trying to ascertain why our youth drift away from education and the positive rewards it can offer them and towards gangs and negativeness...what causes our youth to turn off at such an early

age in life from school, from aspiring to do better in whatever endeavor, from creatively confronting challenges, and from respecting authority figures, including ourselves? What motivates our youth towards alcohol and drug abuse, which cast a hazy, uncertain, and dismal cloud over their futures?

SQUARE PEGS is based on the assumption affective education is the key necessary to reach and make an impact on minority inner city youth. **SQUARE PEGS** maintains that prevention planning in the inner city must attempt to deal with the above issues on several fronts. Most inner city youth have not taken the time to examine themselves introspectively. They have not take the time, or have not had the opportunity, to look at their attitudes and values, their likes and dislikes, their behavior,and the reasons they act and think the way they do. Often, they are NOT IN TOUCH with themselves.

Until youth are able to at least begin this inquiry into self, there can be no real understanding, respect, and appreciation of the values of others.

As youth begin to look at themselves, understand themselves, and appreciate themselves and others, they will exhibit more confidence in tackling issues related to school, home, and life.They will be more eager to make well-thought-out decisions, and more willing to share their views with their peers. They will be less abusive towards their own bodies and minds,as well as thoward the minds and bodies of others. In essence, they will take a more active and responsible role in their lives.

On another level, there is something about the very nature of the inner city school experience that may explain, in part, the response - or, more appropriately, the lack of response - to it by the majority of inner city school youth. For the most part, the information that young people encounter in the inner city school is <u>BLAND</u>, <u>DULL</u>, and <u>UNINTERESTING</u> to them. It has to <u>CHARACTER</u>, or <u>PERSONALITY</u>: there is <u>NO LIFE</u> in it.

On the other hand, our youth themselves are <u>LIVELY</u>, <u>IMAGINATIVE</u>, <u>EXCITING</u>, <u>VIBRANT</u>...full of <u>PERSONALITY</u>.

The school and their clients, inner city youth, aren't connecting or coming together enough. Something or someone has to make concessions for the schools to succeed. We can either continue to try and force our youth to forget their <u>ALIVENESS</u> while we introduce them to very <u>DEAD</u> concepts and facts, or we can add <u>PERSONALITY</u> both to the content of instruction and our methods of communicating it.

Prevention programming in the inner city must make learning a <u>VERY RELEVANT</u> and <u>PERSONAL</u> experience. As programmers,our challenge becomes to make our youth seriously look at themselves and examine their values.

Continued-

We must find creative ways of presenting facts and concepts in a style and format that will elicit a high level of response from our students. We must incorporate vibrant words and expressions. We must make our programs MIRROR the personalities of the youth we work with. Only then, can we expect the kind of RESPECT and RESPONSIVENESS we're looking for.

As we become more creative in our programming, we will find that our chances of making an impact on youth - improving their self concepts, making them more aware of their feelings, helping them improve their decision making skills, and increasing their awareness of their cultural background - will improve. Once we get their ATTENTION, once they begin responding, we can begin the serious task of assisting them down the road of SELF EXPLORATION and SELF EXAMINATION. Creative prevention programming will result in youth feeling good about being themselves.

The following **SQUARE PEGS ACTIVITIES** are designed to get youth to BEGIN EXAMINING THEMSELVES AND THEIR VALUES. Hopefully, the format of the **SQUARE PEGS** worksheets is enough to "stimulate" a youngster to "begin dealing with it." Hopefully, the "high tech" animations will be enough to trigger their curiousity and attract their attention. Once you've got their attention, the greater are your chances of getting that youth to seriously and honestly reflect on themselves and share their values with others.

SQUARE PEGS is "all about having fun as we learn about ourselves and others." So, Let The Fun Begin.....

Darnel Bell

For Square Pegs Only...

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Theme: SELF CONCEPTS

Activities:

A Reflection Of Me	My Strenghts	Weak Points
Character Blocks	The Greatest	Create-A-Person
The Proud Me	Press Release	Let's Rap About It
Word Portrait	If I'd Write A Book	Mirror On The Wall
An Instrument	Dying Breaths	Can I Get A Witness
Me Graphs	My Eulogy	Favorite Things

Purpose: These activities are designed to...

- Improve and increase youth perception of self...
- Increase youth's willingness to, and confidence in, sharing things about themselves with their peers...
- Increase youth appreciation of self...an important step in the maturation process...
- To trigger introspective thought and examination among young people...
- Improve self-concepts of youth by making them focus on their unique personality traits & behavior...
- Provide insight into a young person's level of self esteem and way that child views self in relations to his/her peers...

RESOURCES	ACTIVITY	EVALUATION
Square Peg worksheets... Pencils, Pens, Markers, and Erasers Scratch Paper (lined) Blackboard	Set aside 20 min. for work-sheet completion. All lines should be filled. Another 20 min. are to be spent reading papers - soliciting volunteers or recruiting youth. Remainder of time to be spent discussing any iss-ues or recurrent themes from youth papers. Emphasize that papers deal with assignment honestly and comprehensively. Make session as lively and animated as possible...	COMMENTS

Name_____ Date_____

MY NAME: A REFLECTION OF ME

Our names tell a lot of things about us. We can usually figure someone out pretty well just by their name. This exercise is actually a little game, using adjectives, that will reveal a lot of things about ourselves. You are going to write your name vertically on the chart below and then match adjectives (describing words) with the corresponding letters in your name that describe you. I insist that you be HONEST!

Name	Adjectives

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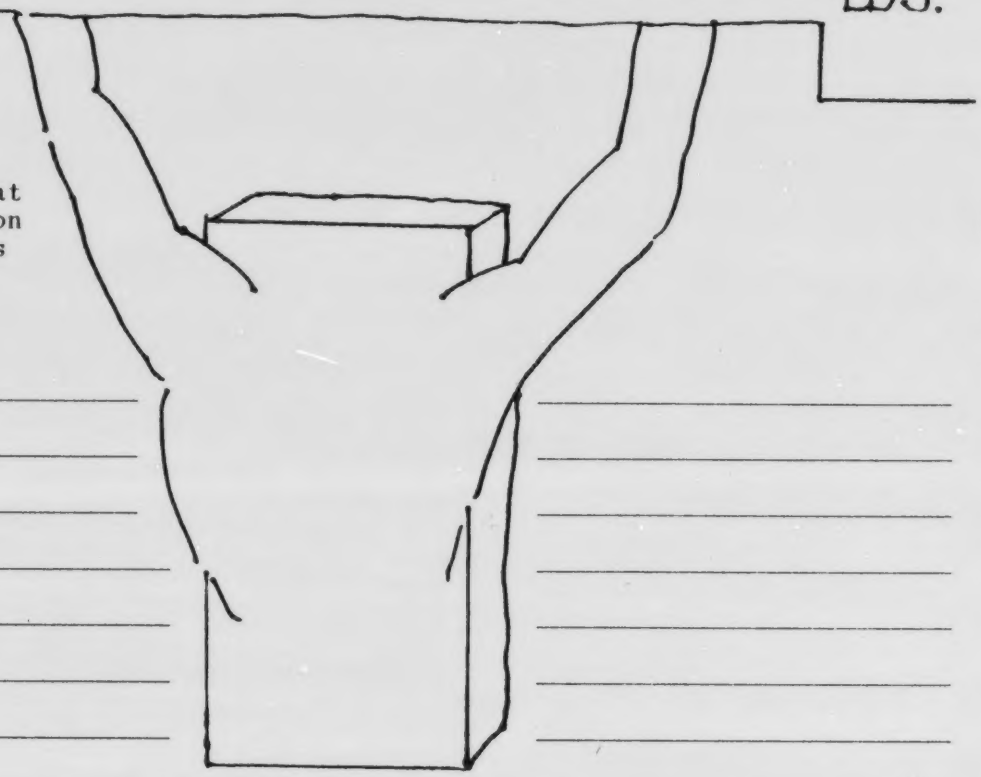
500 LBS.

MY STRENGHTS

500 LBS.

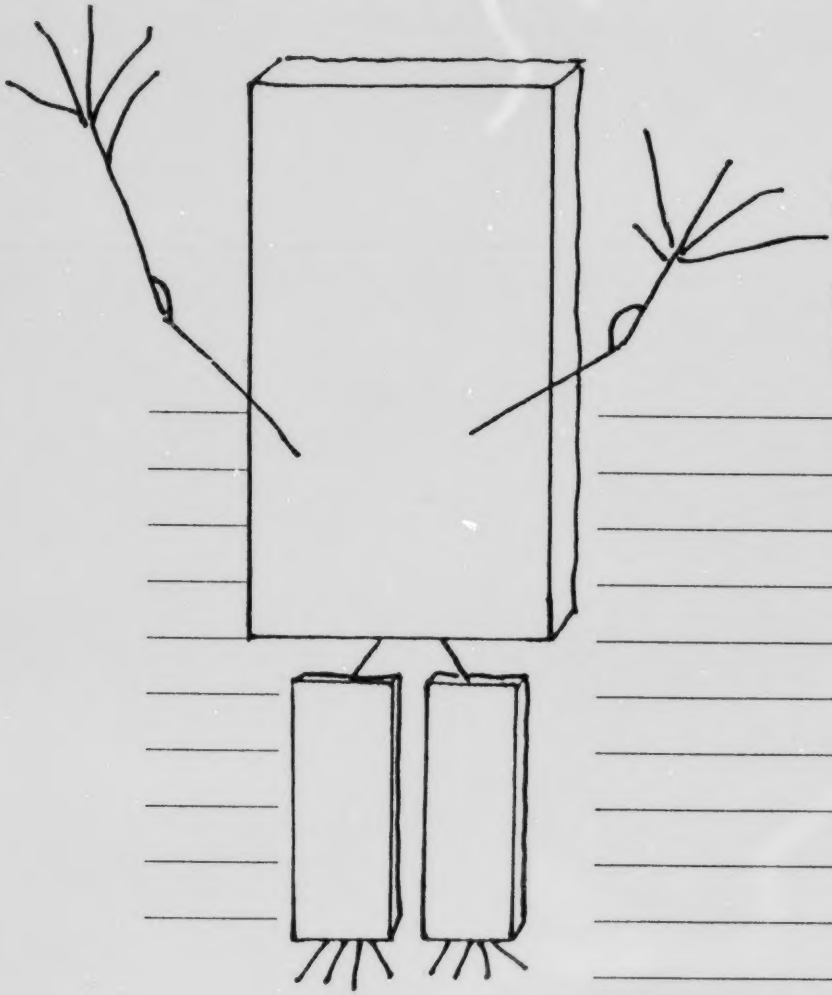


We all have strenghts,things that we are really good at. Write about something that you are really good at. Be sure to mention how you got so good at it and what others can do to get as good as you.

Try To Fill-Up The Entire Worksheet....

Name_____

Date_____



Name_____

Date_____

Name_____ Date_____

WEAK POINTS

Nomatter how highly we think of ourselves, we all have weaknesses. There are just some things that we cannot do well.

But...so what! Weaknesses are no big deal...everyone has them. Describe below, one of your weaknesses. Tell me all about it and what you are doing to improve it (or them).

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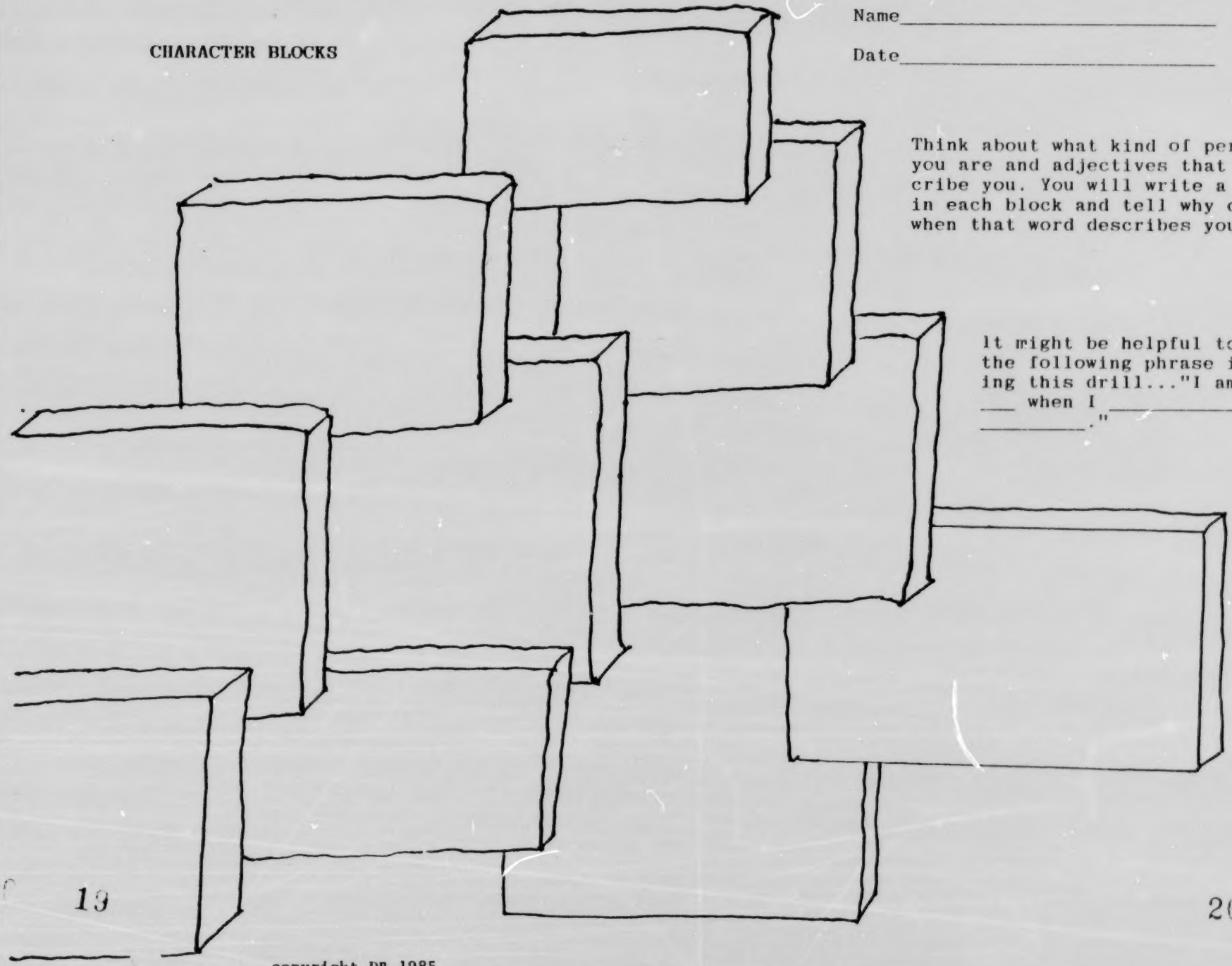
CHARACTER BLOCKS

Name_____

Date_____

Think about what kind of person you are and adjectives that describe you. You will write a word in each block and tell why or when that word describes you...

It might be helpful to use the following phrase in doing this drill..."I am_____ ___ when I _____ _____."



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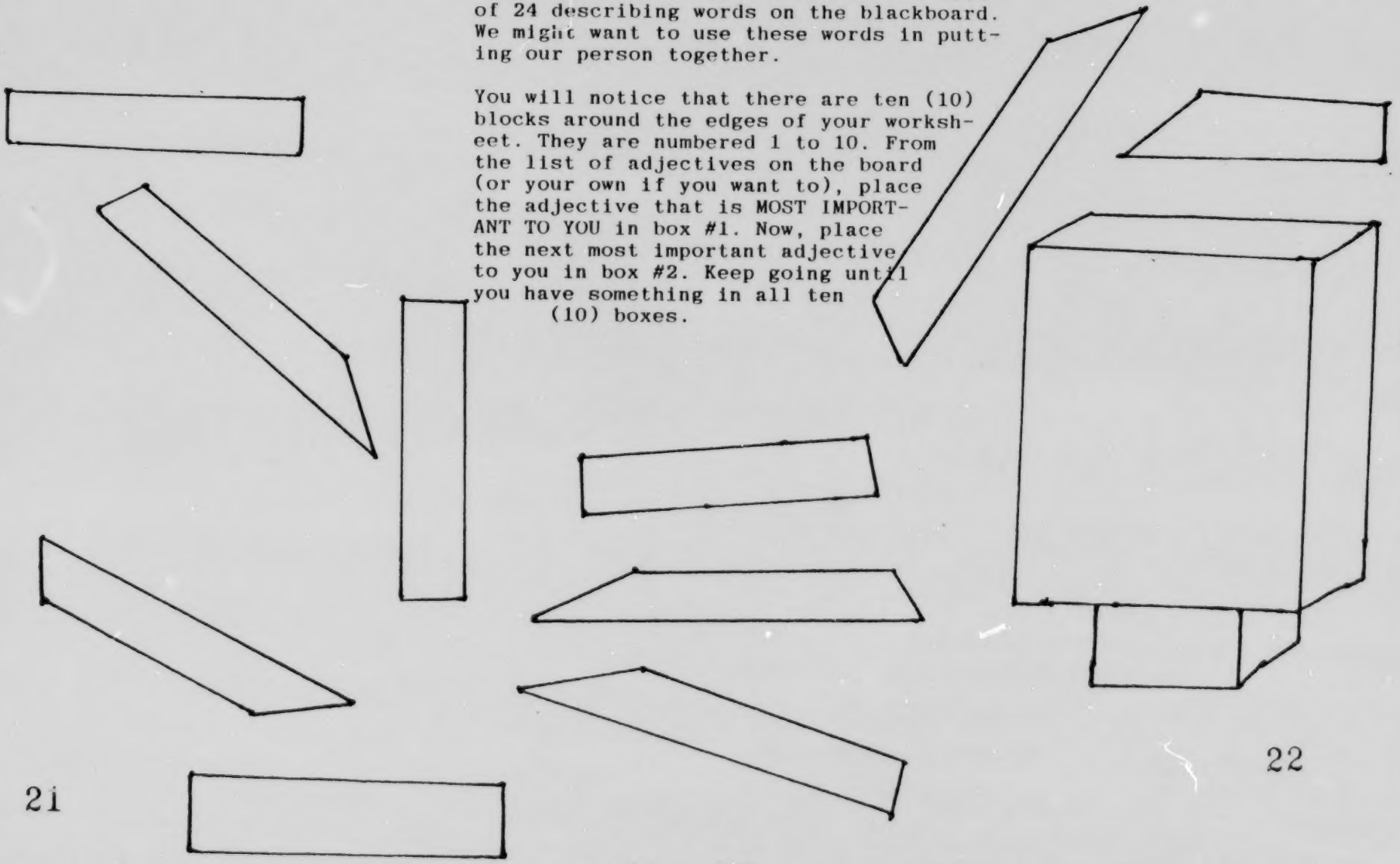
Name_____

Date_____

CREATE-A-PERSON

Today, we are going to build a person out of adjectives...Before we begin this hard task, let's first brainstorm a list of 24 describing words on the blackboard. We might want to use these words in putting our person together.

You will notice that there are ten (10) blocks around the edges of your worksheet. They are numbered 1 to 10. From the list of adjectives on the board (or your own if you want to), place the adjective that is MOST IMPORTANT TO YOU in box #1. Now, place the next most important adjective to you in box #2. Keep going until you have something in all ten (10) boxes.



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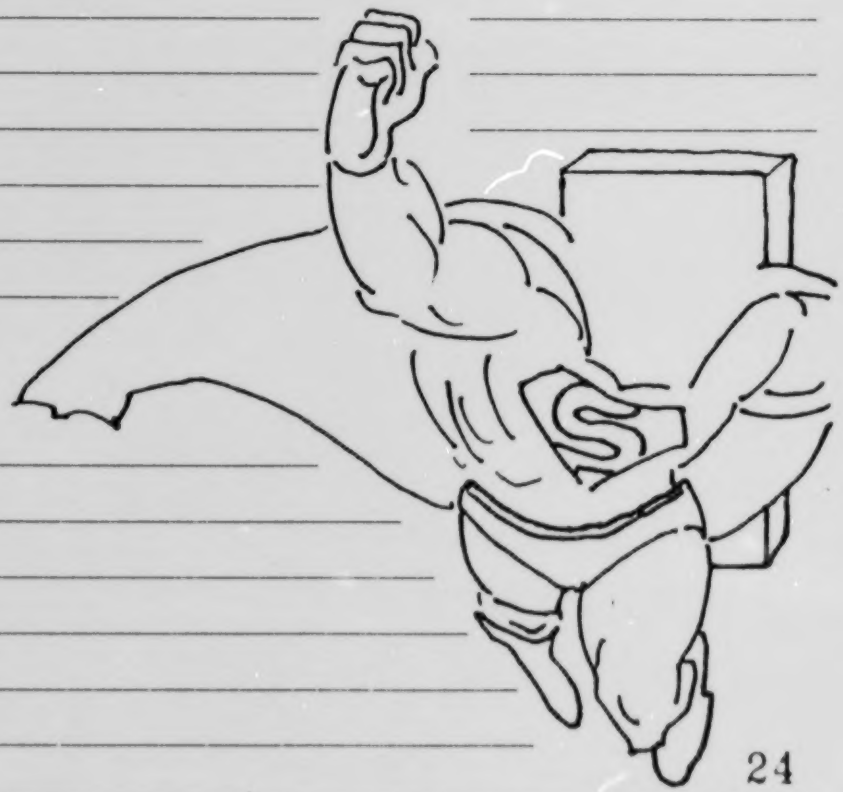
Name_____

Date_____

THE GREATEST!

Are you ready? This is your big opportunity to tell the entire world how SUPER you are. In the spaces below, tell about all of your good points. For today's assignment, it is alright to BRAG.



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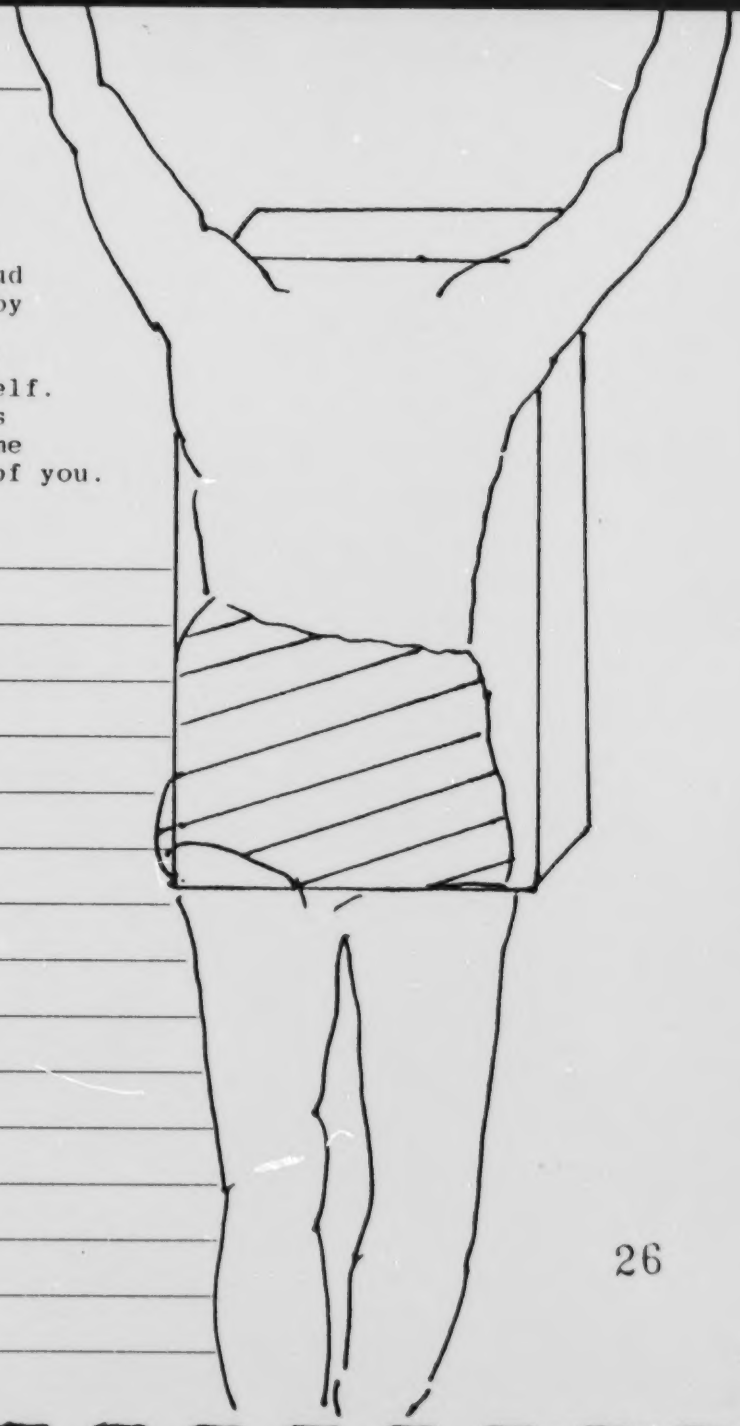
Name_____ Date_____

THE PROUD ME

We are really proud of ourselves when we do something well. Our friends, teachers, and parents are also proud of us when we do something well and show their pride by giving us compliments and pats on the back.

Tell about a time when you were really proud of yourself. Tell about what you did and why it made you and others feel proud. If you want, your story can be about a time your parents, teachers, or friends were really proud of you.



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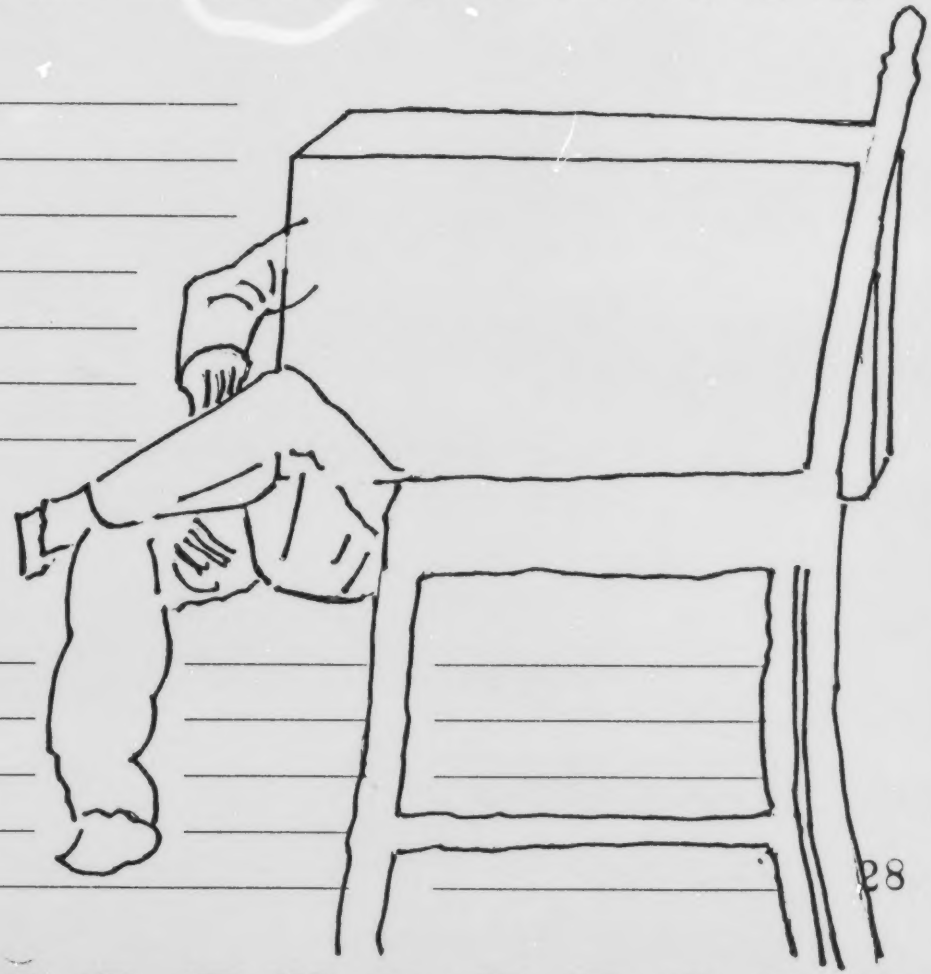
Name_____ Date_____

LET'S RAP ABOUT IT

Square Peg's my name and I'm one of a kind...
I travel the country saying what's on my mind...
I make people angry but that's no big deal...
The people that matter know that my message is real....

The big thing now is rapping and rap music. Everyone is doing a rap record about almost anything. For today's assignment, I am going to give you a rap beat, and you are going to write and perform a rap song about someone that you know very well - YOURSELF. Let's have fun and let it all hang out.



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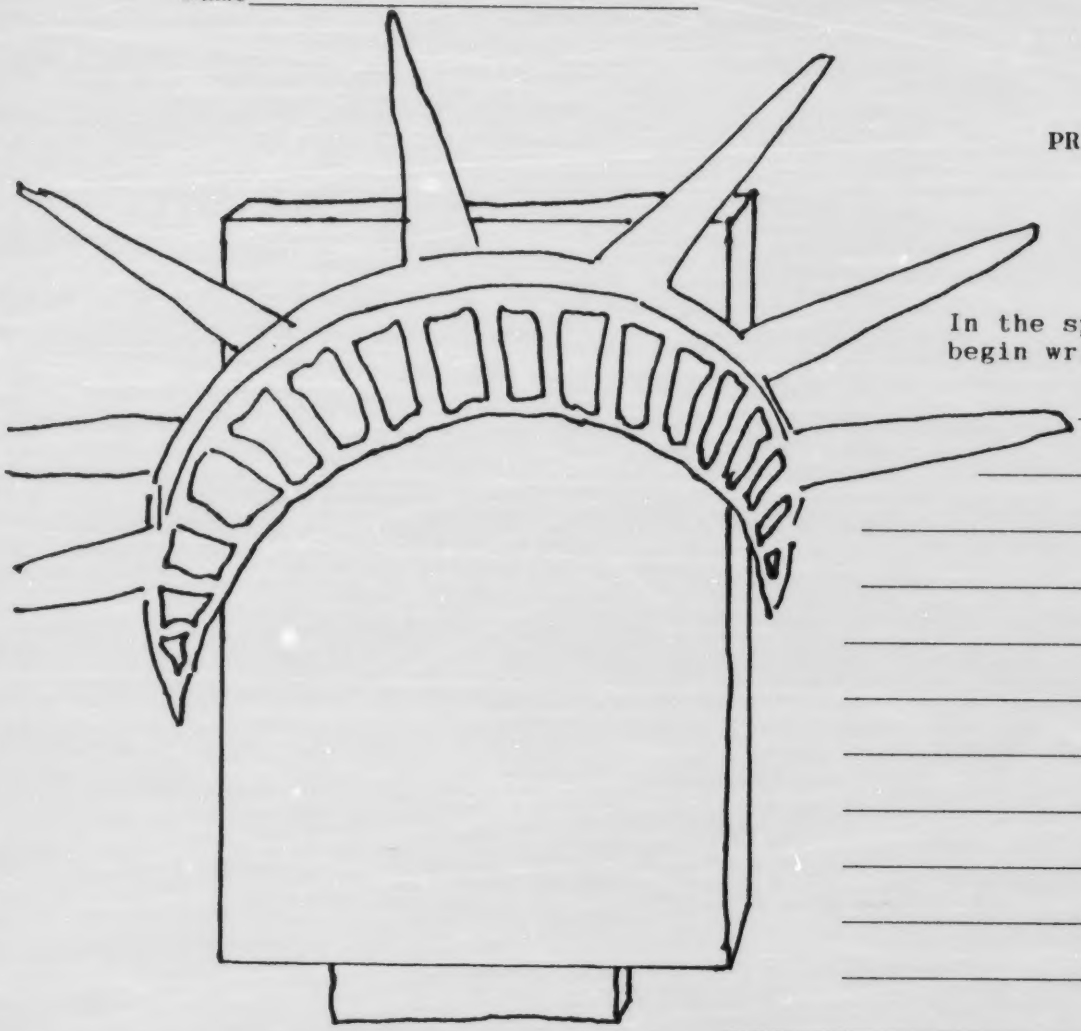
Name_____ Date_____



PRESS RELEASE...

This week you did something really good! In fact, it was so good that you have been told to write an article for a local newspaper.

In the spaces below, give your newspaper a name and begin writing your article.

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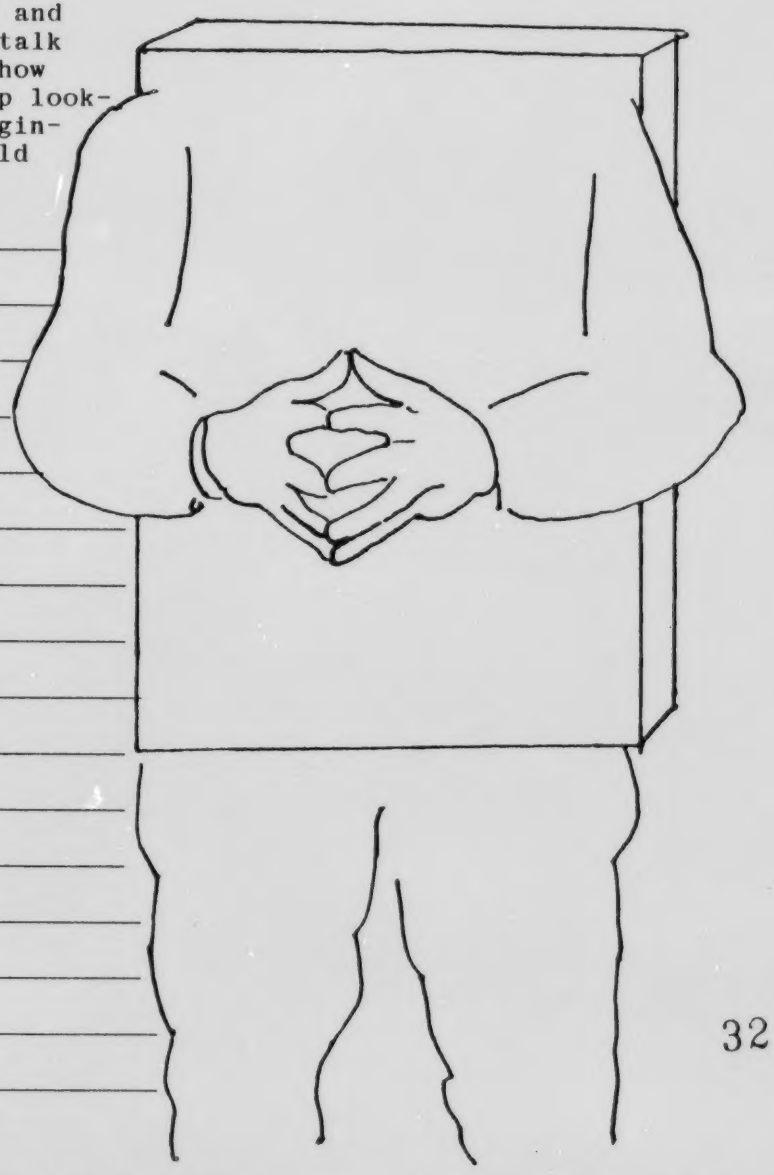
Name_____

Date_____

MIRROR, MIRROR, ON THE WALL...
WHO'S THE FAIREST OF THEM ALL....

Have you ever walked into a store full of mirrors and wondered about the kinds of things mirrors would talk about if they could talk. Have you ever wondered how mirrors would describe all of the people that keep looking into them? In the spaces below, use your imagination and describe all the things your mirror would say to other mirrors about you.



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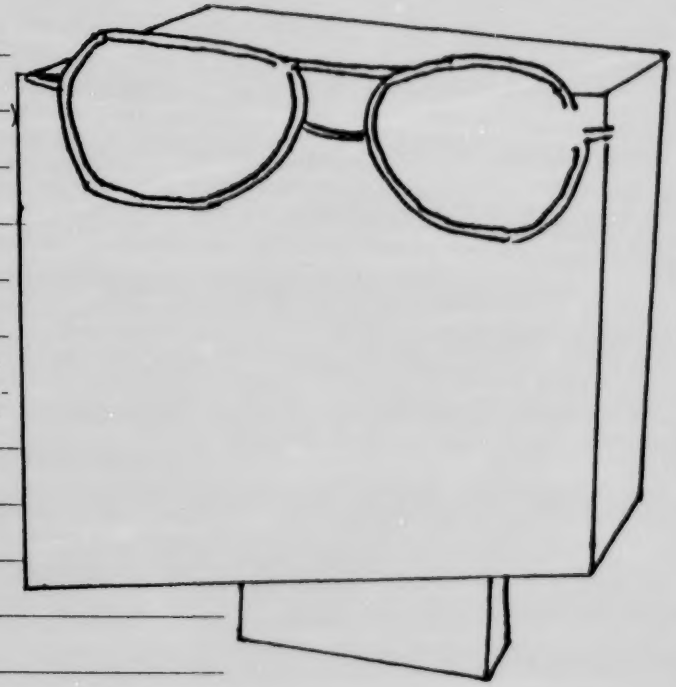
Name_____

Date_____

IF I WERE TO WRITE A BOOK....

If you were to write a book about anything in the whole wide world, what would you choose to write your book about? Tell about all of the things that would go into it and why it would be a best-seller.



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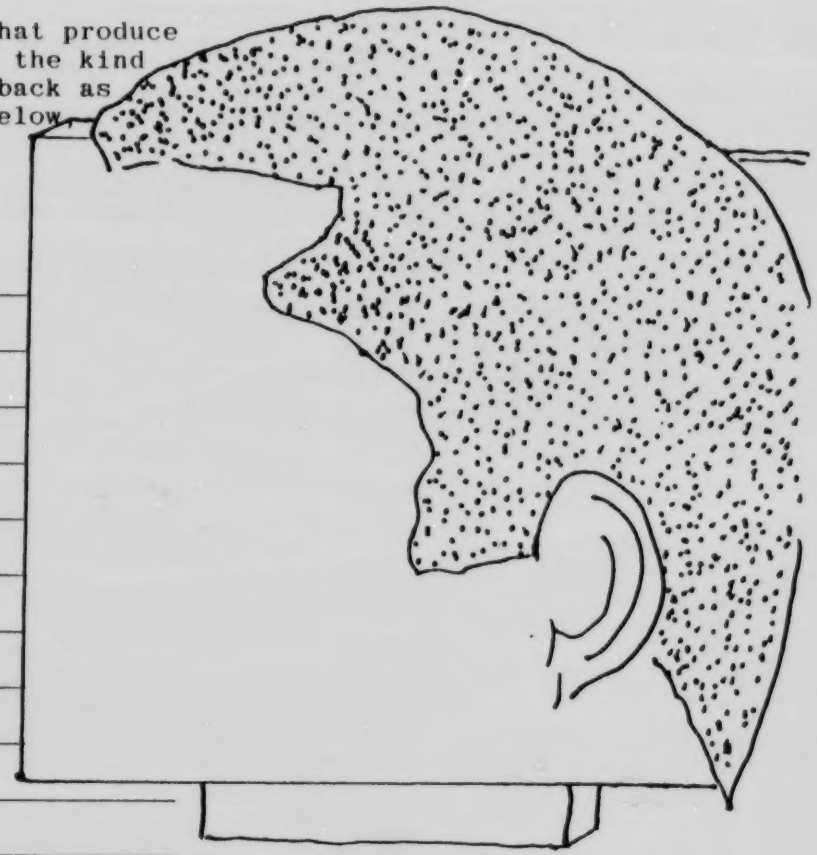
Name_____

Date_____

IF I COULD BE AN INSTRUMENT....

There are a number of very wonderful instruments that produce very beautiful music. Have you ever wondered about the kind of instrument you'd like to be if you had to come back as an instrument in the "next life." In the spaces below describe kind of instrument you'd like to be and the kind of music you would play. Tell how people would respond to your music. Use your IMAGINATION!



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Name_____

Date_____

MY DYING BREATHS....

On your 75th birthday, while on vacation in a mysterious city, you become sick after eating a strange fruit. You've been told that you will lose control of your speech and hands in a matter of days.

In the spaces below, write down the things that you would like these people of this town to know about you and your 75 years of living. You'd better hurry...you don't have much time left.

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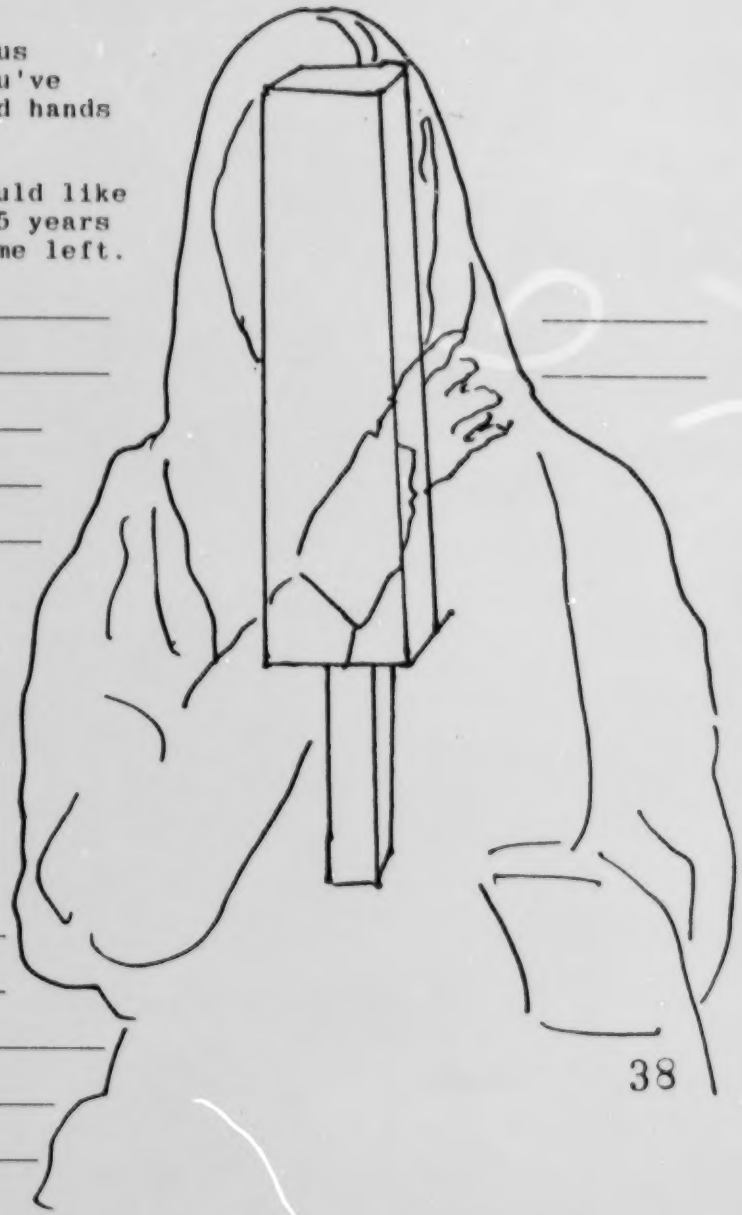

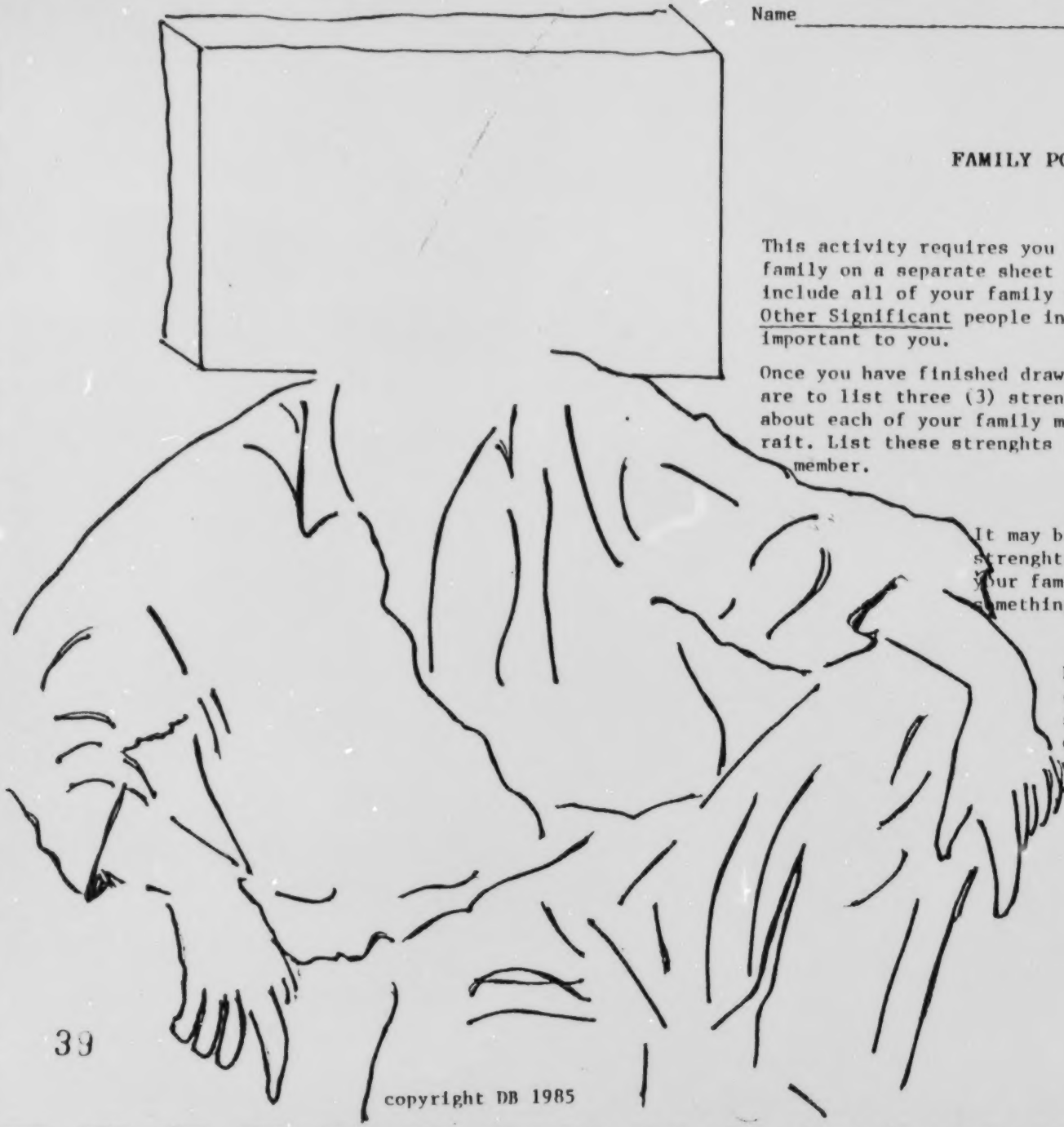

Name_____ Date_____

FAMILY PORTRAIT

This activity requires you to draw a "portrait" of your family on a separate sheet of paper. Your portrait should include all of your family members. You may also include Other Significant people in your portrait who are very important to you.

Once you have finished drawing your Family Portrait, you are to list three (3) strenghts and three (3) weaknesses about each of your family members portrayed in your portrait. List these strenghts and weaknesses near that family member.

It may be very difficult thinking of strenghts and weaknesses for some of your family members, but try to note something.

Now that you've finished your drawing and your lists, please share your work with the class or a classmate. See if there are ways that your families are alike, or different.

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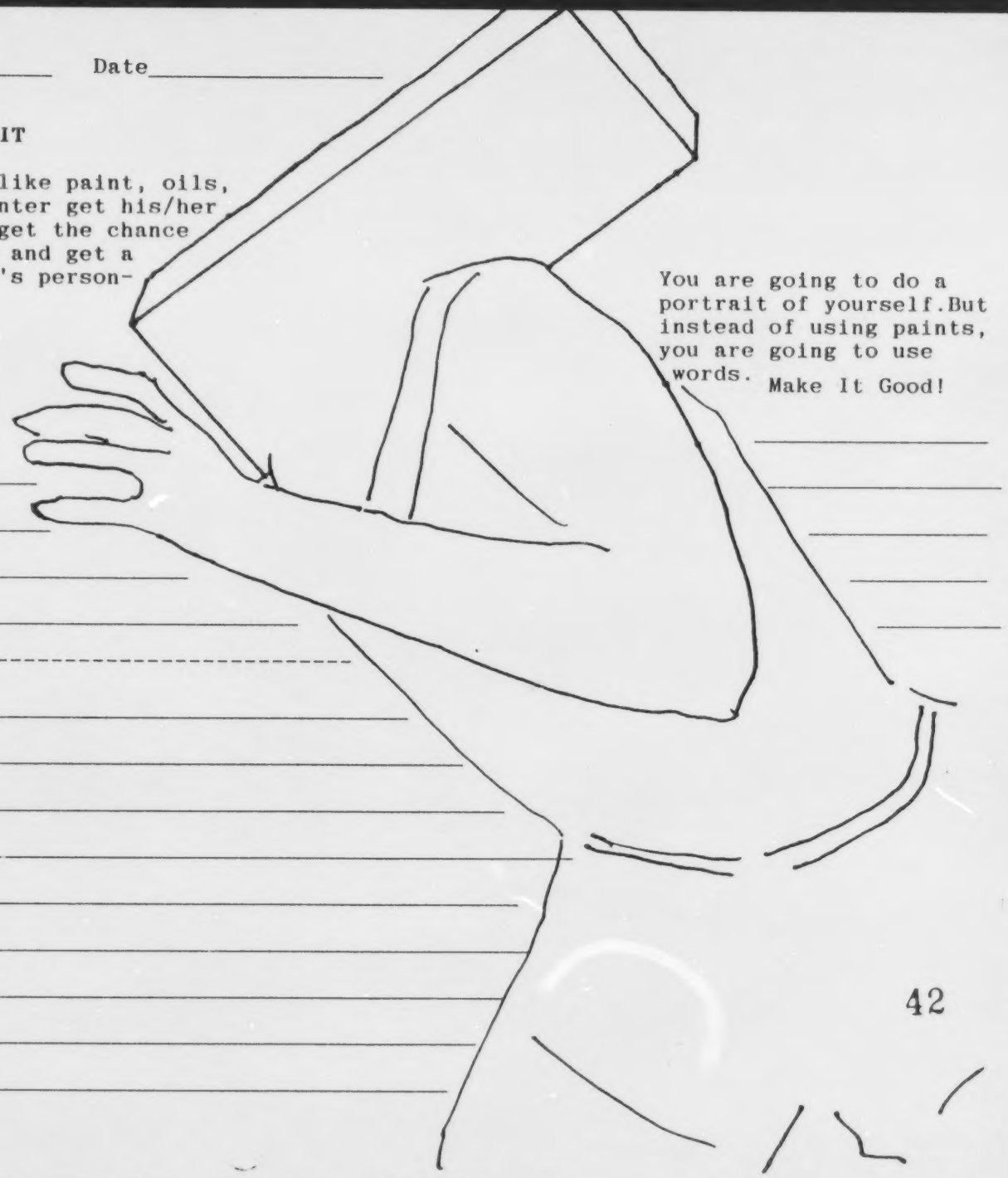
Name_____ Date_____

WORD PORTRAIT

Most portraits use things like paint, oils, or canvass to help the painter get his/her point across. Many people get the chance to look at these portraits and get a good idea about the artist's personality.



You are going to do a portrait of yourself. But instead of using paints, you are going to use words.

Make It Good!

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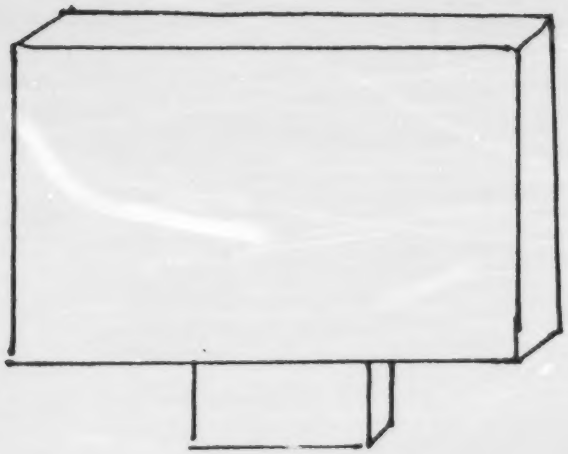
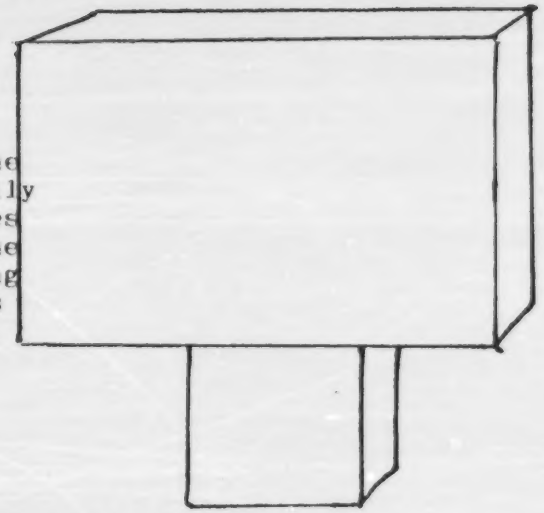


CAN I GET A WITNESS?

Every once in a while, when no one is watching, we do something really good...something that really makes us geel proud of ourselves. In the spaces below, tell about something good that you did when no one was watching.



Name_____ Date_____

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Name_____

ME-GRAPH...

Rate yourself on the following GRAPH. Please be honest!

	Never	Some-times	Most Of Time	Always
I follow directions well.				
I make my own decisions.				
I think I am important.				
I'm serious about my schoolwork.				
My friends can depend on me.				
I don't give up easily.				
I'm ashamed of my appearance.				
I can be criticized.				
I volunteer in class.				
I'm attentive and respectful to most adults.				

Now that that is over, try to find a classmate with a similar graph. Try to find the ways that you are alike. How are you different?

_____

_____

_____

_____

_____

_____

Person's name_____ _____

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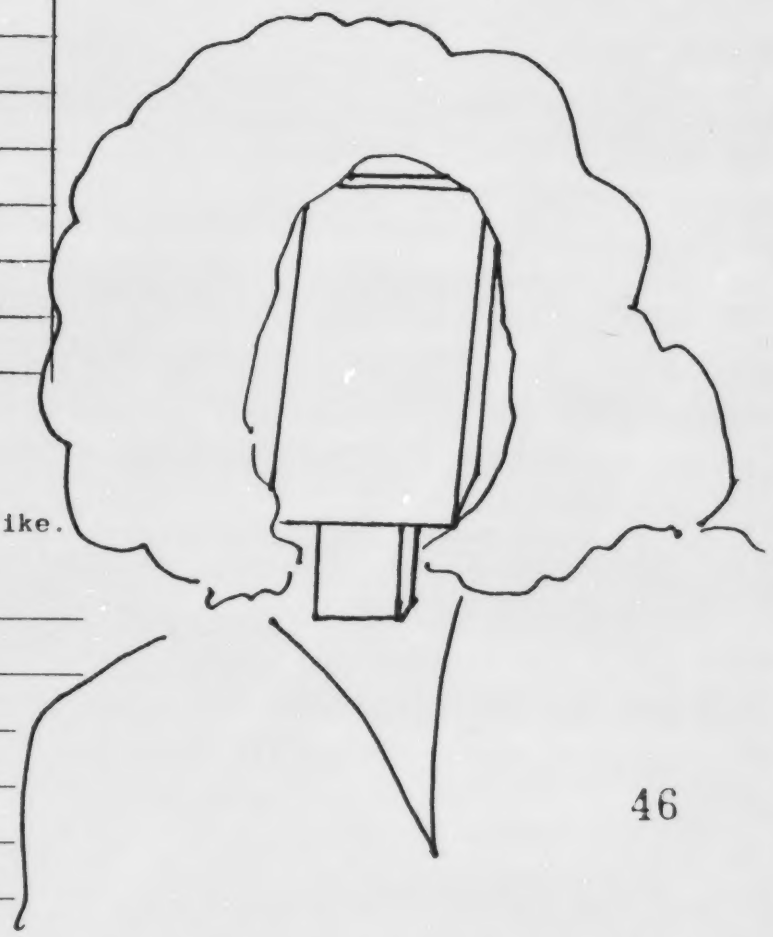


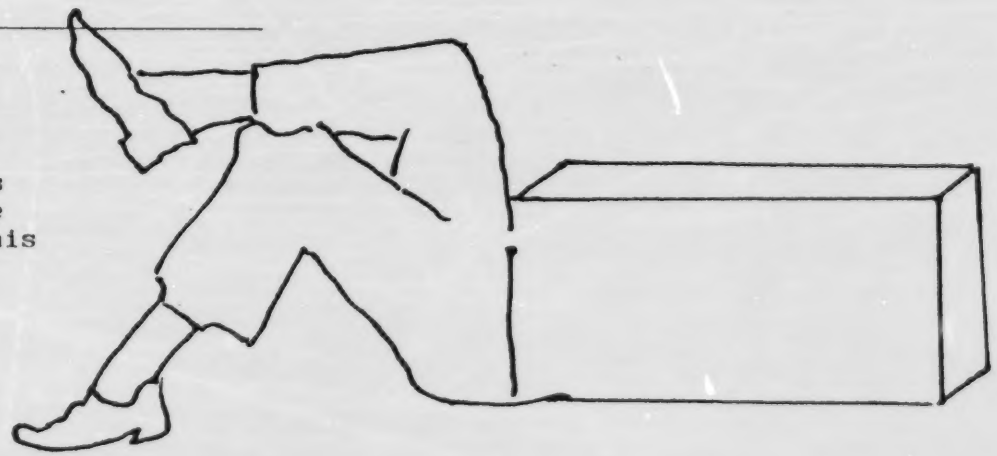
Name_____

Date_____

FAVORITE THINGS

1. Teacher_____
2. Subject_____
3. Book_____
4. Dance_____
5. Record_____
6. Singer_____
7. Movie_____
8. Movie Star_____
9. Cartoon Character_____
10. Place To Visit_____
11. Place To Hang Out_____
12. Restaurant_____
13. Food To Eat_____
14. Food To Cook_____
15. Game_____
16. Outfit_____
17. Nickname_____
18. Animal_____
19. Expression_____
20. Male Friend_____
21. Female Friend_____
22. Color_____
23. Odor_____

Don't discuss your answers or you will spoil the game that can be played with this worksheet.....



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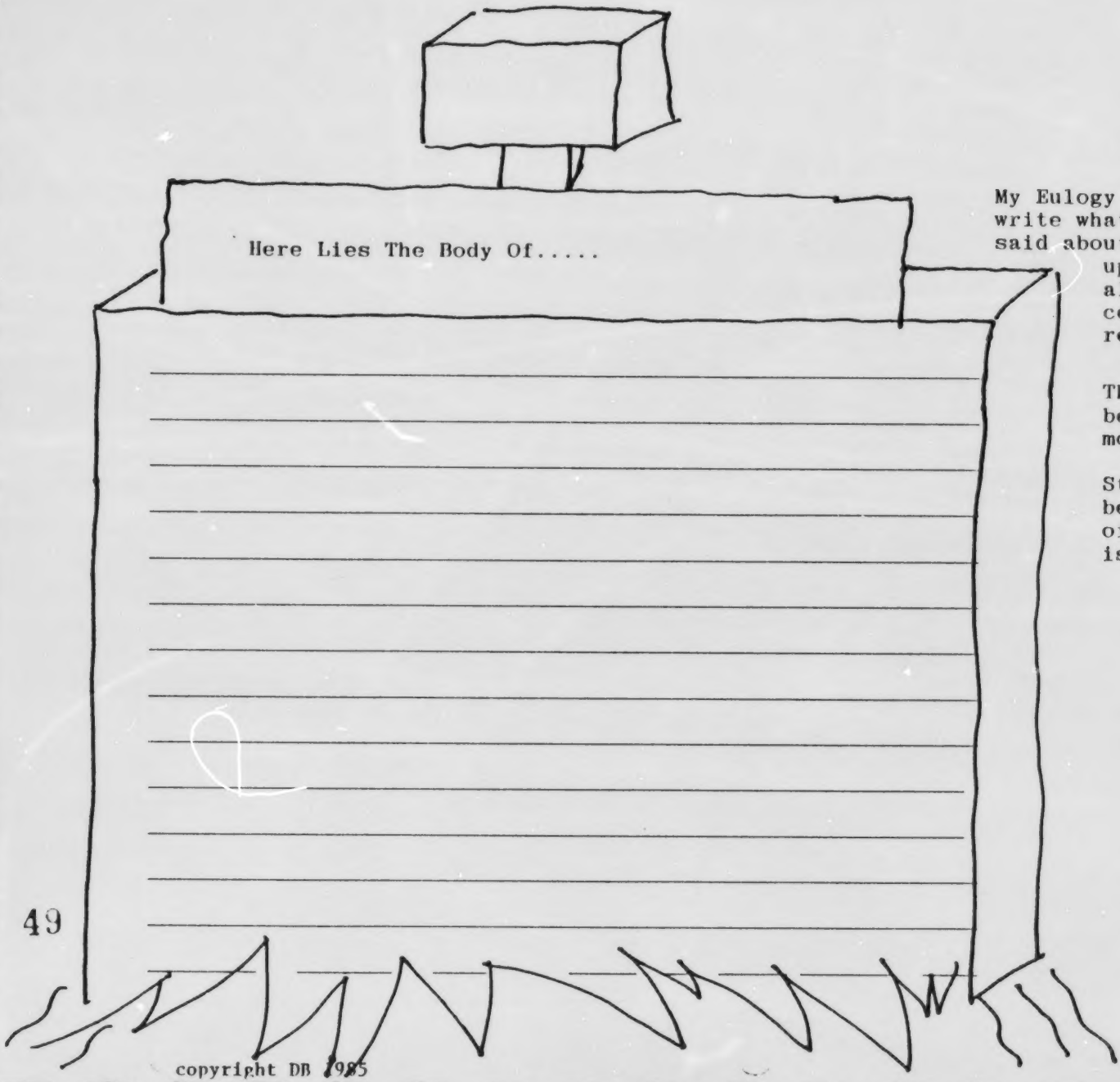

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MY EULOGY

My Eulogy is a drill in which you write what you would like to have said about you "once you've given up the spirit." The activity also involves having someone come before the class and read your eulogy with "gusto!"

The activity is designed to be fun and lively, and not morbid.

Still, this activity can be difficult for a number of reasons. SENSITIVITY is a MUST.

Theme: FEELINGS VALIDATION

Activities:

FEELINGS
NEEDING ME
LOOKING BACK
BEING AFARAID
TENDER MOMENTS
TO BUG OR NOT TO BUG
WHAT A DAY
FEELING GOOD
THE FUNNY ME
HUGS...
PLAIN HARD-HEADEDNESS
THOROUGHLY TICKED
A REMARKABLE DAY

Purpose: These activities are designed to...

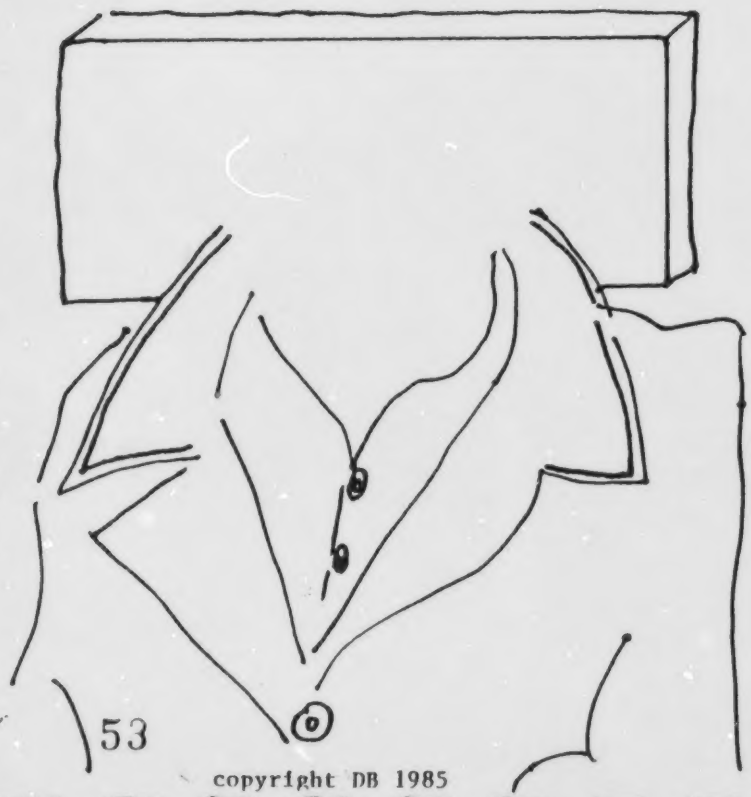
- To improve self concepts of youth by making them more aware of their feelings...
- To increase self confidence of youth by providing them with a forum for sharing and discussing their feelings...
- Increase youth's understanding of their feelings by having them focus on situations in which they've experienced need, anger, fear, loneliness, stubborness, etc...
- To assure youth that certain feelings are natural for them to have, and to reduce some of the isolation that they sometimes feel as a result of certain emotions...
- To trigger introspective thought and examination among young people...

RESOURCES	ACTIVITY	EVALUATION
Square Pegs Worksheets Lined Paper Pencils, Pens, Erasers, and Markers Blackboard Scratch Paper	Youth are to spend 20 min. completing all of their worksheets. Another 20 min. are to be spent reading papers aloud-soliciting volunteers or recruiting youth. Remainder of time to be spent discussing any issues or recurrent themes from youth papers. Emphasize that papers deal with assignment honestly and comprehensively. Make session as lively and animated as p' sible...	COMMENTS

Name_____

Date_____

FEELINGS....



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Here are a few sentences telling about a time when I felt...

1. SORRY_____

_____

2. ASHAMED_____

_____

3. LOVED_____

_____

4. PROUD_____

_____

5. SCARED_____

_____

6. INTELLIGENT_____

_____

7. BRAVE_____

_____

8. SILLY_____

_____

9. SERIOUS_____

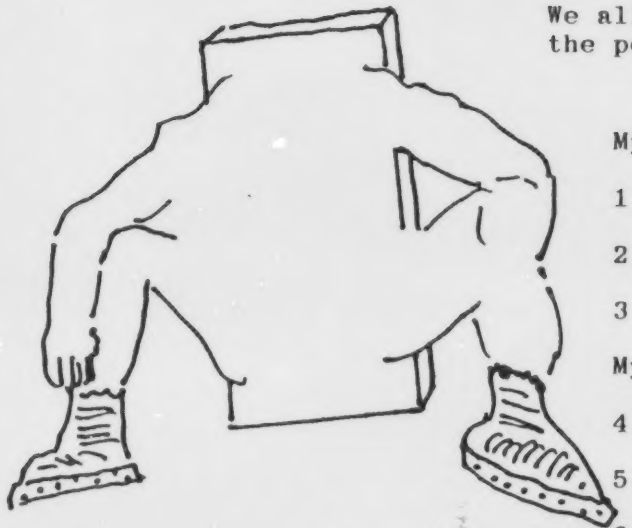
_____

10. NERVOUS_____

_____

Name_____ Date_____

FEELING GOOD



We all like to feel good about the things that we do. List the ways that the people below make you feel good about yourself.

My PARENTS make me feel good when they...

1._____

2._____

3._____

My FRIENDS make me feel good when they...

4._____

5._____

6._____

My SCHOOL TEACHER makes me feel good when he/she...

7._____

_____

I feel good about MYSELF when I...

8._____

_____

I am good at making other people feel good too. These are the ways that I make other people feel good.

_____

_____

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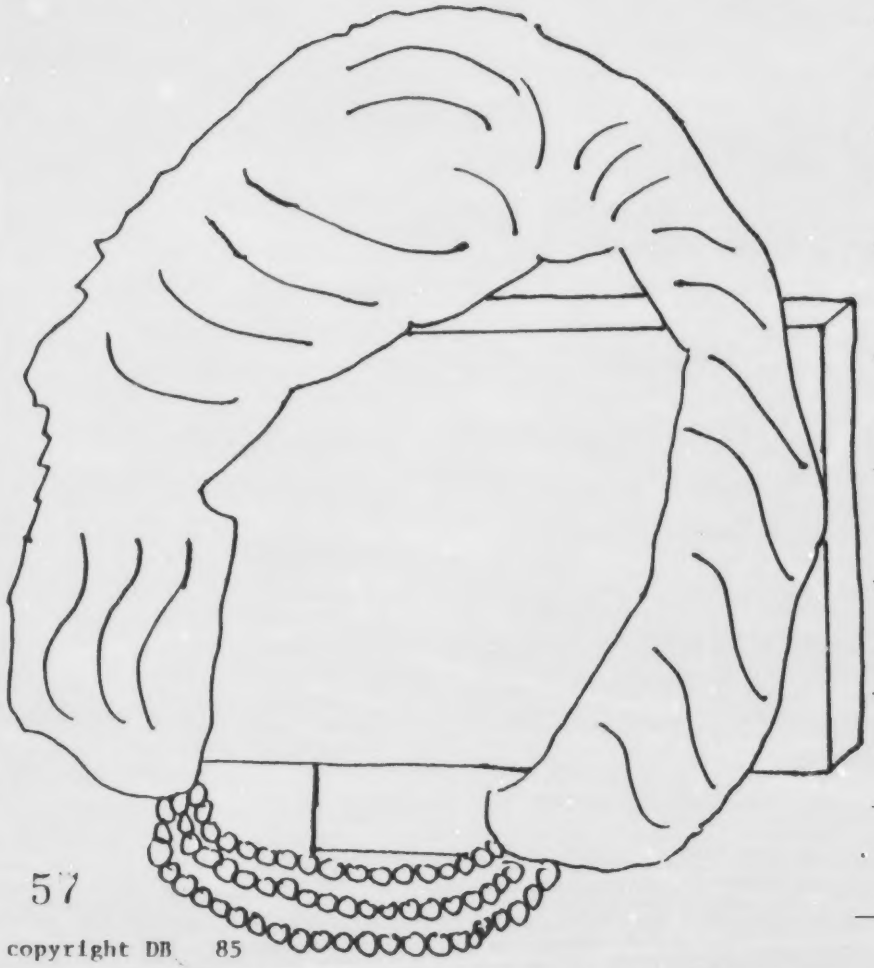
Name_____ Date_____

THE NEEDING ME...

Complete these sentences about times when you needed someone...



...to trust me was_____

_____

...to cry with was_____

_____

...to make me laugh was_____

_____

...to understand me was_____

_____

...to take my word was_____

_____

...to hold my hand was_____

_____

...to get on my case was _____

_____

...to give me affection_____

_____

...to rely on was_____

_____

...to give me a hand was_____

_____

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Name_____

Date_____

THE FUNNY ME

There is a funny side to all of us. Some of us are just naturally funny, while others of us always seem to find ourselves in funny situations. In the spaces below, describe a time when you were funny and helped make others laugh or describe a very funny situation that you once found yourself in.

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Name_____

Date_____

Complete these sentences. Describe times when you felt like this.....

1. I felt really good when_____

_____

2. I felt proud when_____

_____

3. I was embarrassed when_____

_____

4. People were laughing at me when_____

_____

5. I felt sad when_____

_____

6. I felt terrible when_____

_____

7. I felt really super when_____

_____

8. I was confused when_____

_____

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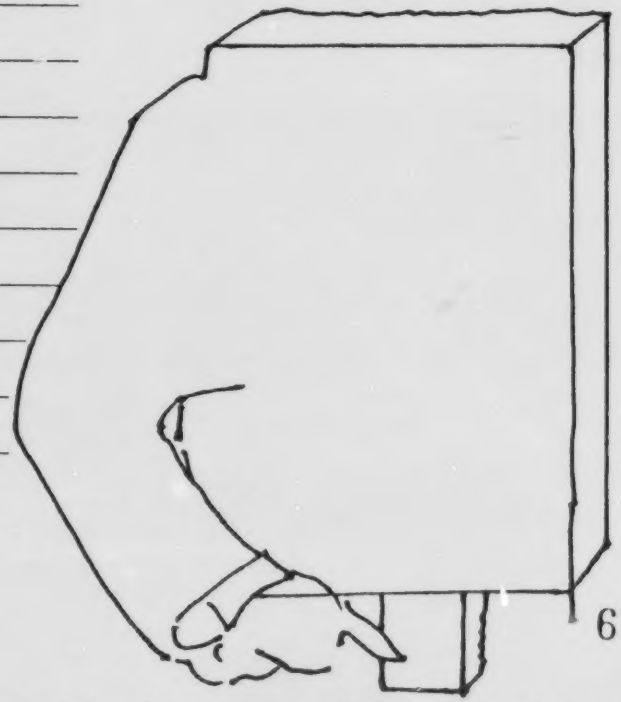
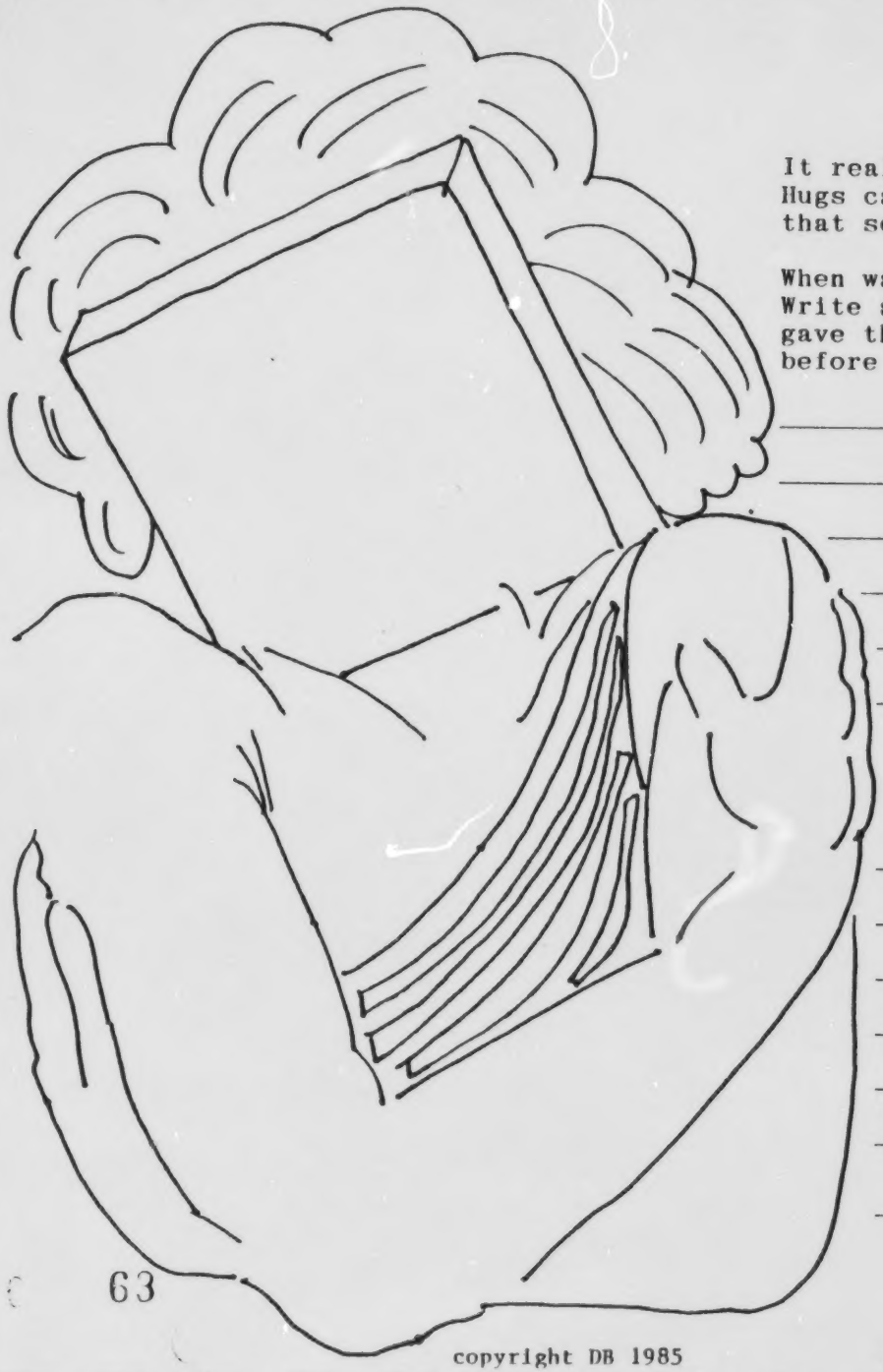
LOOKING BACK...





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Name_____ Date_____

HUGS...

It really feels good to get a nice hug every now and then. Hugs can really make you feel good because they tell you that someone else cares about you.

When was the last time that you gave someone a big hug? Write a story telling about the hug you gave. Tell why you gave the hug, who you gave it to, how they were feeling before and after the hug, and how you felt giving the hug.

Name_____ Date_____

BEING AFRAID-

So what if you are afraid of the dark and some scary movies. So what if you are afraid of certain teachers, animals, spankings, and so on. Everyone is afraid of something.

In fact, even big and strong Superman was afraid of Green Kryptonite. So, its no big deal being afraid of something or someone.

In the spaces below, tell about a time when you were really afraid. Give me all of the scary details

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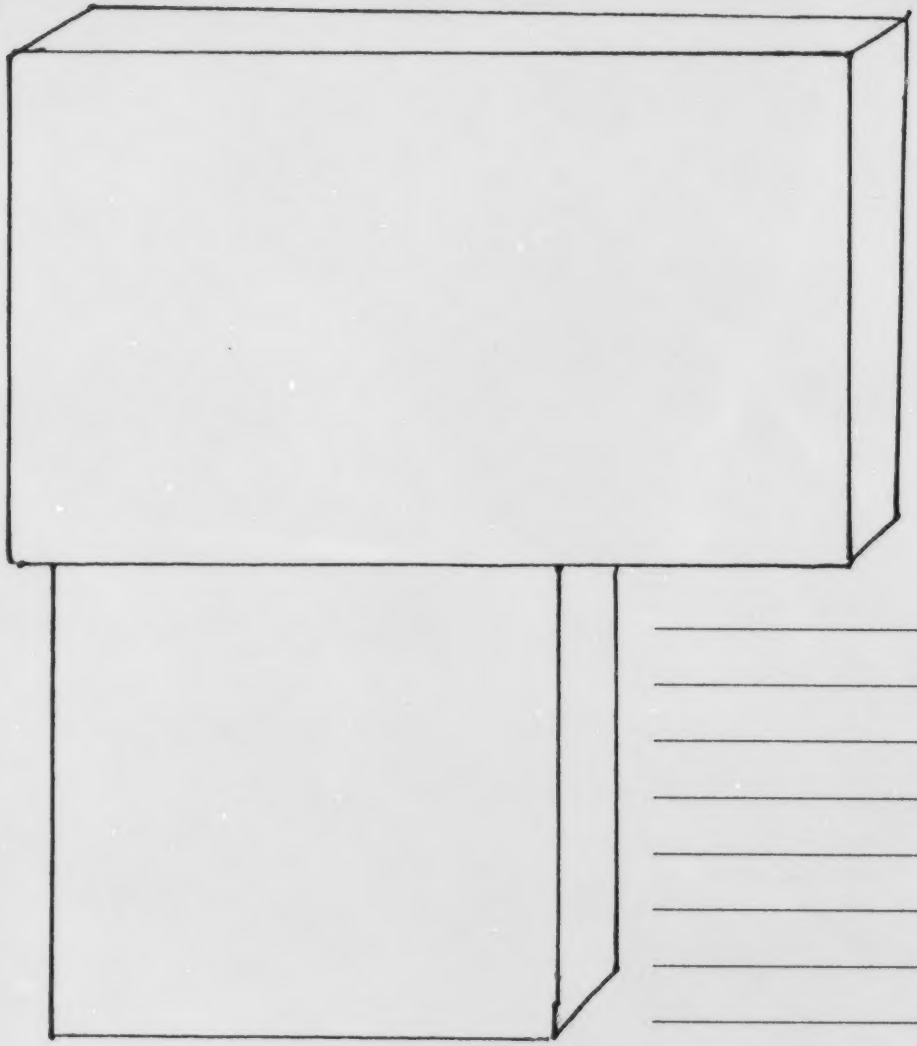

Name_____

Date_____

"PLAIN HARD-HEADEDNESS"

Every now and then, we really get "hard-headed" about something that we do or believe in. We really get stubborn and refuse to listen to anything someone might want to tell us about this thing we do or believe in. Tell about something that you have been very hard-headed about lately.

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Name_____ Date_____

TENDER MOMENTS...

Everyone experiences a tender moment in their lives. It is a time when we are very sensitive, gentle, and caring to a friend, relative, or even a stranger.

Like I said, we all experience these moments...boys, girls, men, and women.Because we all are human, we all have the ability to be tender, there is nothing wrong with us being tender.

In the space below, describe one of your tender moments. Tell about the situation, who you were tender towards, how it made them feel, how did you feel, etc.

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Name_____ Date_____

THOROUGHLY TICKED...WHEN I GET ANGRY!

1. Two things that really tick me off and make me real angry are:

   a._____

   _____

   b._____

   _____

2. Some of the things I do when I get angry are_____

   _____

   _____

   _____

3. Describe a time when you lost your temper and got angry in the spaces below.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

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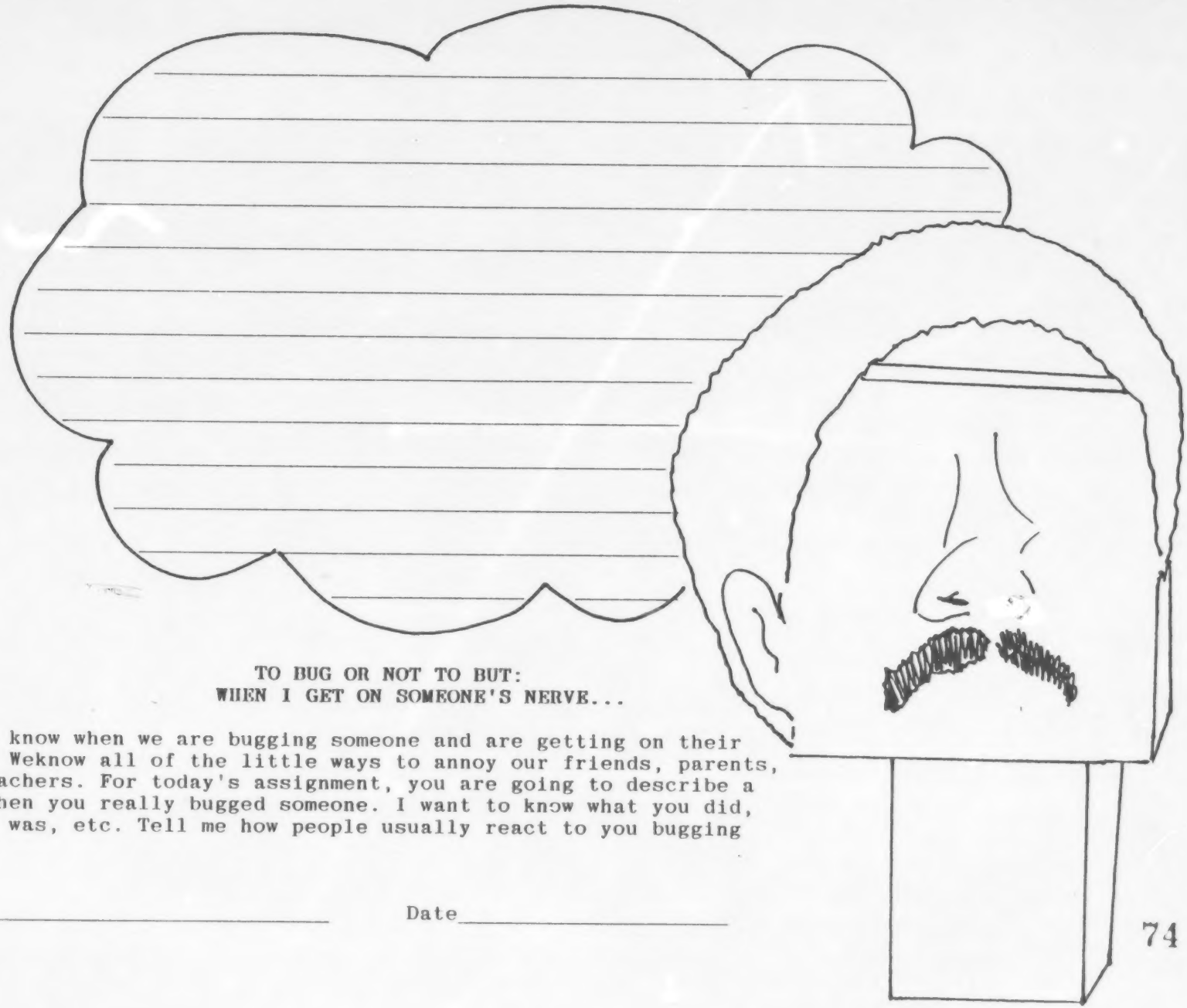

TO BUG OR NOT TO BUT:
WHEN I GET ON SOMEONE'S NERVE...

We all know when we are bugging someone and are getting on their nerve. Weknow all of the little ways to annoy our friends, parents, and teachers. For today's assignment, you are going to describe a time when you really bugged someone. I want to know what you did, who it was, etc. Tell me how people usually react to you bugging them.

Name_____ Date_____

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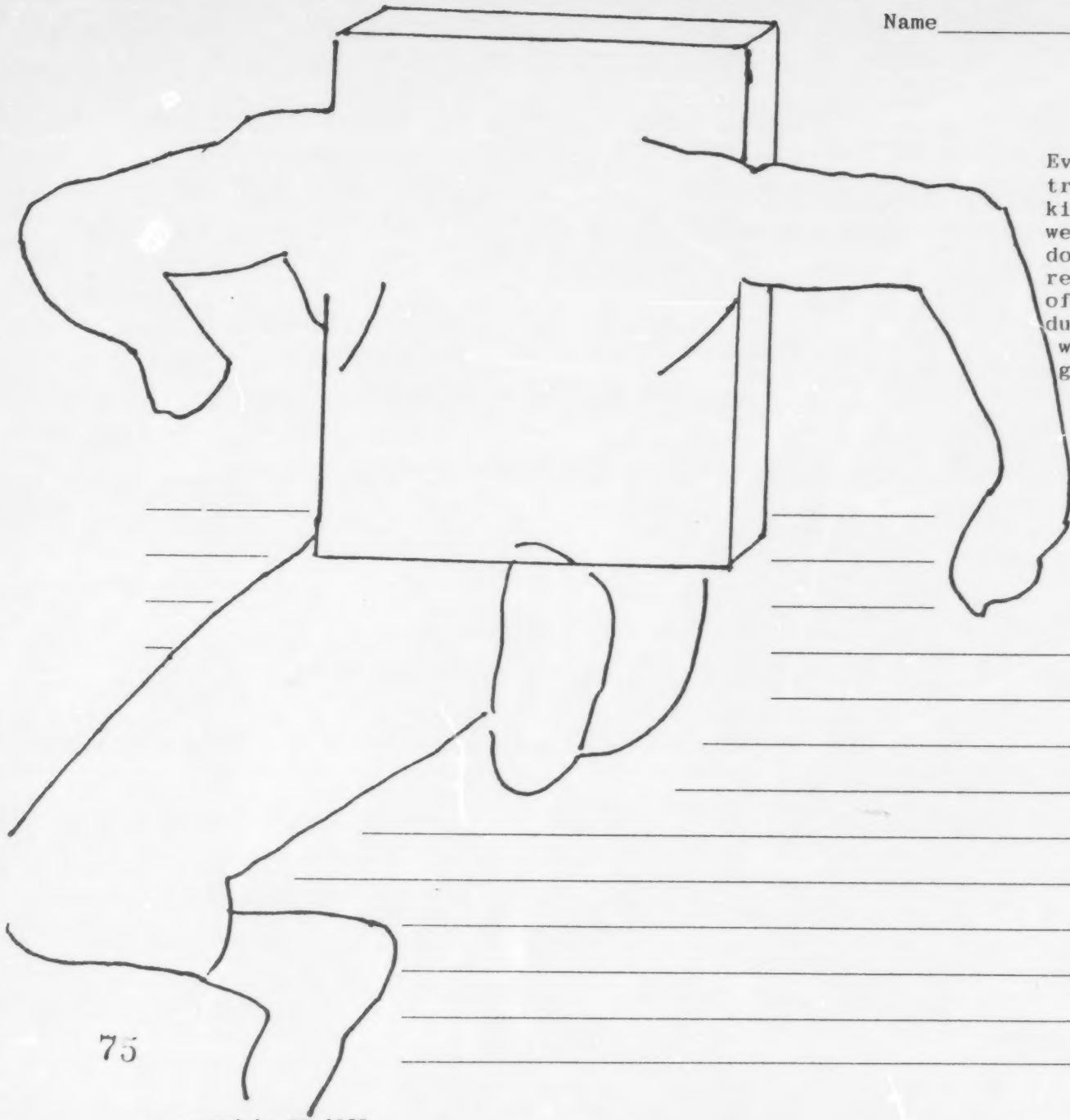

Name_____ Date_____

A TRULY REMARKABLE DAY

Every once in a while, we have truly remarkable days. On these kinds of days, everything that we do seems to be right. We can do no wrong. Describe one of your remarkable days. Tell about all of the things that happened during that day, who was involved, why you think the day went as good as it did, and so on.

Have fun and give me some good papers....

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Name_____ Date_____

Oh, boy! What a day! We have these kinds of days every now and then. You know, nothing seems to go right. Write a story about one of those days. Tell about all of the things that happened to make it so bad.

WHAT A DAY!

What could you have done to make your day a little better?

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Theme: CULTURAL AWARENESS

Activities:

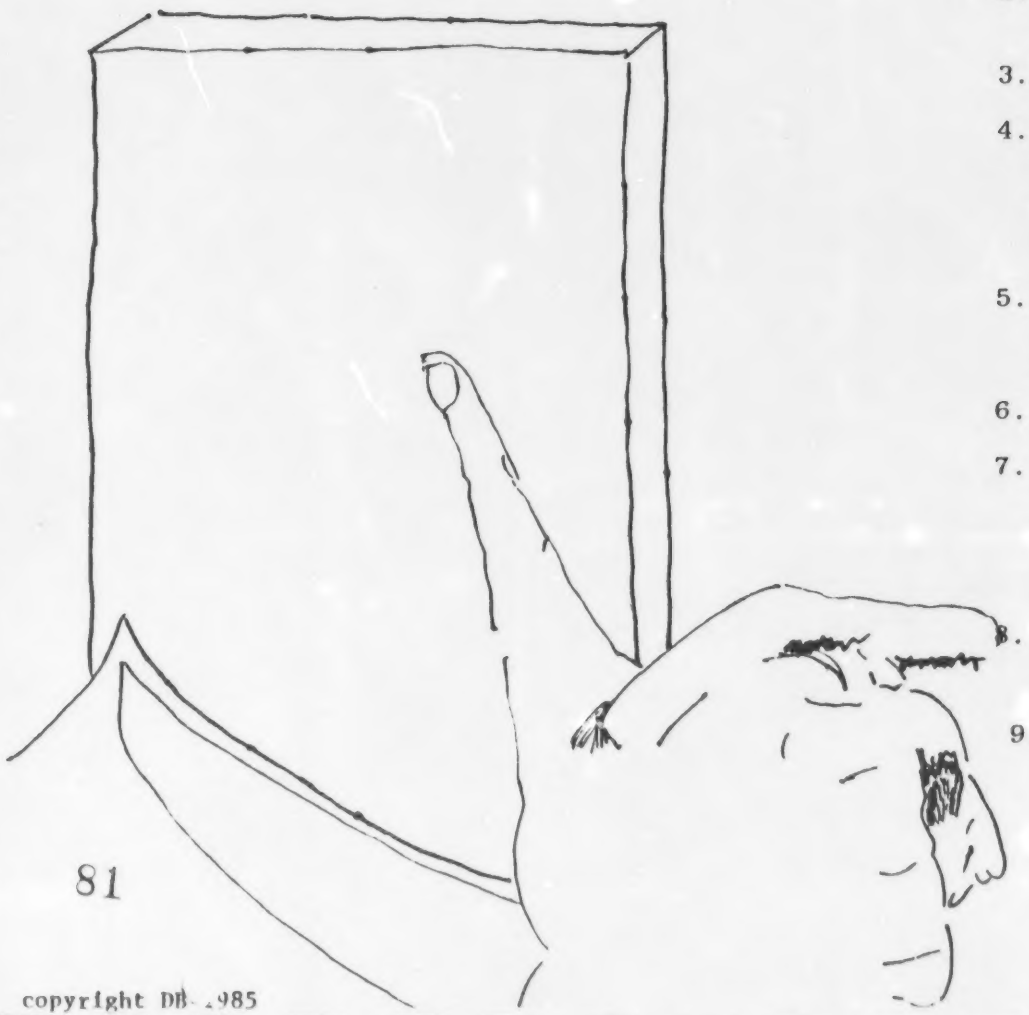
- Dr. Martin L. King
- Signs & Symbols
- Message In Our Music
- Black & Brown
- Everybody Gets The Blues
- If I Could Be Any Famous Person
- If I Could Spend A Day With Any Person

Purpose: These activities are designed to...

- Provide young people with a historical perspective with which they can assess where the've come from, where they are at presently, and where they must go in the years to come...
- Introduce youth to role models of color who have made a contribution to the growth and development of this nation...
- Provide youth with a source of information, inspiration, sense of direction, which adds up to a higher level of self worth...
- Provide youth with a foundation from which they can confront the challenges of the future...
- Increase the self-concepts of young students...

RESOURCES	ACTIVITY	EVALUATION
Square Pegs Worksheets... Pencils, Pens, Erasers, and Markers Scratch Paper (lined) Blackboard	Set aside 20 min. for worksheet completion. All lines should be filled. Another 20 min. are to be spent reading papers - soliciting volunteers or recruiting youth. Remainder of time to be spent discussing any issues or recurrent themes from youth papers. Emphasize that papers deal with assignment honestly and comprehensively as possible...	COMMENTS

Name_____ Date_____



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DR. MARTIN LUTHER KING

1. Martin L. King was born January 15, 1929 in _____
2. He went to _____College and earned his PH.D from _____ College.
3. In 1953, he married_____.
4. His first "job" was at a church in Montgomery, Alabama in 1954. The church was the _____ _____.
5. In 1956, King became famous for leading the _____ in Montgomery, Ala.
6. He won the _____prize in 1954.
7. In 1963, he led a famous MARCH and said a famous speech. Name 'he march and the speech. _____ _____
8. He was assassinated in April 1968 (39 yrs. Old) in what city?_____
9. A very famous passage is written on his tombstone. Can you name it?_____ _____ _____

Name_____ Date_____

EVERYBODY GETS THE BLUES...

Everybody gets the blues at one time or another. We all have moments when something or someone seems to make us depressed and gives us the blues.

This assignment will give us an opportunity to have some fun with our blues. We are going to write blues songs and then perform them. We will have to be creative and trusting for this assignment to be fun.

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Name_____ Date_____

IF I COULD BE ANY FAMOUS PERSON...

85

86

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Name_____ Date_____

IF I COULD SPEND A DAY WITH ANY FAMOUS PERSON...

87

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88

Name_____ Date_____

MESSAGE IN OUR MUSIC...

1. The name of the lesson_____ __ ___ _____. (4)
2. Get your_____from this_____.
3. We gonna talk about_____.
   Why?_____
4. _____ why you _____.
5. _____ _____ _____ and listen here.

1. Talk about_____, _____, _____, and _____.
2. What about the people on the hill?_____
   _____
3. Rich get_____ and the poor get _____.
4. How many families control the world?_____.
5. Name five of them. D_____ M_____ G_____
   R_____ and H_____.
6. Don't let money _____you.
7. Don't forget what?_____.
8. What ain't right?_____
   _____
9. What do the rich say?_____ _____.

The two albums used in conjunction with this exercise are
1. Message In Our Music by the O'Jays
2. Survival by the O'Jays

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Name_____

Date_____

SIGNS AND SYMBOLS...

In the early days of civilization, the Egyptians (black people of northern Africa) wrote books, letters, and poetry in a style of writing very different from what we presently use. Their form of writing used a variety of signs and symbols to represent the letters of the alphabet and was popularly known as HIEROGLYPHICS.

Using the symbols in the column, try to compose a letter to a friend or your teacher using the early Egyptian form of writing. This may take time so be patient!

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A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

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Name_____ Date_____

BLACK AND BROWN...

Today's assignment has to do with STEREOTYPES, do you know what that word means? There are a lot of positive (good) and negative (bad) stereotypes dealing with the colors black and brown. On the chart below, name four good things and four bad things that are black or brown. Be sure to tell me why your choices are bad or good. This is a little hard , so take your time.

GOOD	BAD
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____

Theme: DECISION-MAKING ACTIVITIES

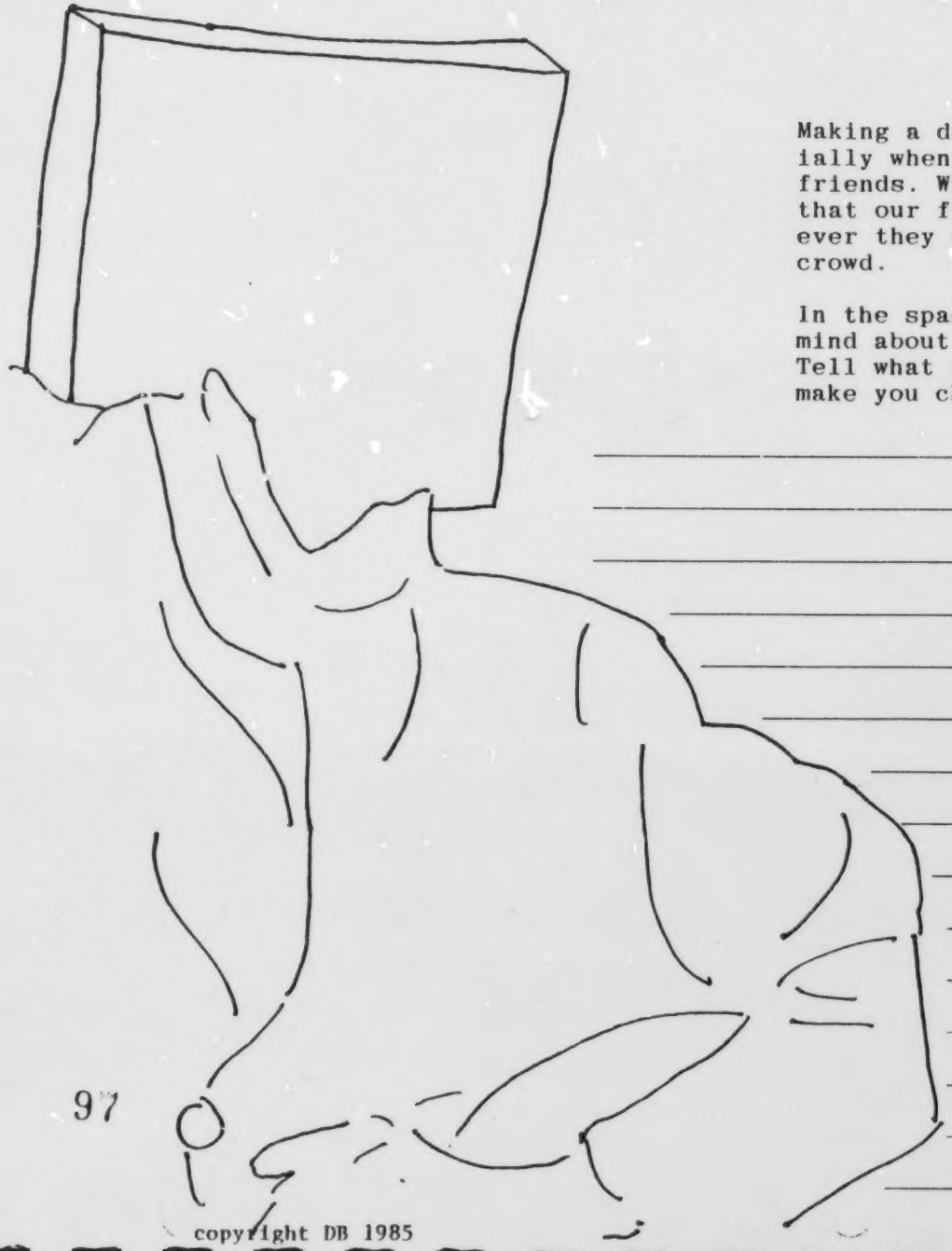
Activities: Making Decisions...
Decisions, Decisions...
Colors...

Purpose: These activities are designed to...

- Help youth be more steadfast in their own decisions and not be swayed by the group, or be afraid of the group, because their decision may be different from their peers...
- To increase youth's confidence in making decisions...
- To assist youth in making sound decisions...
- To help youth understand the decision-making process...
- To help youth to think logically...
- To help youth recognize possible alternative decisions...

RESOURCES	ACTIVITY	EVALUATION
Square Pegs Worksheets... Pencils, Pens, Erasers, and Markers Scratch Paper (lined) Blackboard	Youth are to spend 20 min. completing ALL of their worksheets. Another 20 min. are to be spent reading papers aloud- soliciting volunteers or recruiting youth. Remainder of time to be spent discussing any issue or recurrent theme from youth papers. Attempt to make as lively and animated as possible.	COMMENTS

Name_____ Date_____



MAKING DECISIONS

Making a decision can sometimes be a scary thing; especially when our decision is different from that of our friends. Whenever we make up our minds about something that our friends don't agree with, they seem to do whatever they can to make us change <u>our</u> mind and join the crowd.

In the spaces below, describe a time that you made up your mind about something that your friends did not agree with. Tell what the decision was and how your friends tried to make you change your mind.

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Name_____ Date_____

DECISIONS...DECISIONS....

We are constantly called upon to make choices. Try to think of a couple of situations you found yourself in recently that required you to make some significant choices. Using the chart describe the situations, the choices you made, the reasons for your choices, and whether or not your choice was a good one, or bad one. Come on, and think hard.....

	Situation	The Choice You Made	Reason For Your Choice	Was it a good o or bad choice? WHY?
1				
2				

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Name_____ Date_____

COLORS...

Use your imagination. Suppose you were a great painter and elected to use the colors of the rainbow to paint those around you, as well as your feelings. Paint all of the things below, and tell why you selected that color for that thing or feeling.

1. Yourself_____ Why?_____

_____

2. Your Family_____ Why?_____

_____

3. Your Neighborhood_____ Why?_____

_____

4. Beauty_____ Why?_____

5. Ugly_____ Why?_____

6. Honesty_____ Why?_____

7. Crime_____ Why?_____

8. Happiness_____ Why?_____

9. Sadness_____ Why?_____

10. Strenght_____ Why?_____

11. Weakness_____ Why?_____

12. Death_____ Why?_____

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Theme: VALUES CLARIFICATION

Activities:

My Family	Law & Order: Rules	A Long Time Coming
Helpers	I Shoulda Been Cool	Let's Clean It Up
About Friends	We All Make Mistakes	My Community
Respect	Too Much Temptation	Drugs In My Community
Lovers	Stand Up	What I Know About Drug
Heroes	Someone Worth Rapping About	Change Agents
My Pedestal	To Dance To The Tune...	School
Our Elected Officials	On My Soapbox	A Giving Situation
Just One More Chance	Dare To Dream	My Teacher

Purpose: These activities are designed to...

- To increase youth's understanding of self by having them focus on their values on a number of issues/situations...
- To give youth an opportunity for expressing their values in a lively, non-threatening environment...
- To give youth a forum for discussing and sharing values with their peers on issues as family, role model, teachers, school, and community...
- To give youth more confidence in dealing with peer pressure and standing up for their own unique thoughts...

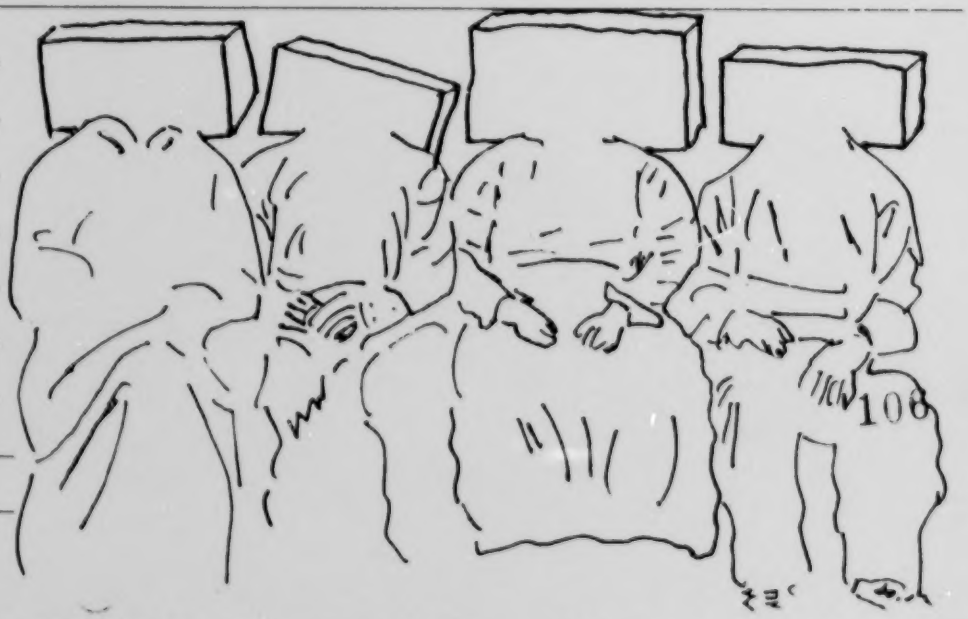
RESOURCES	ACTIVITY	EVALUATION
Square Pegs Worksheets Pencils, Pens, Erasers, and Markers Scratch Paper (lined) Blackboard	Youth are to spend 20 min completing ALL of their worksheets. Another 20 min. are to be spent reading papers - soliciting volunteers or recruiting youth. Remainder of time to be spent discussing any issue or recurrent themes from youth papers. Emphasize that youth deal honestly and comprehensively with assignment. Make as lively and animated as possible....	COMMENTS

Name_____ Date_____

MY FAMILY...

Families are very important and very special to us. They provide that support that we sometimes need to deal with life's little problems.

In the spaces below, describe some of those situations and problems that your family has helped you overcome. You can also use the space to brag about the things that make your family special.



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Name_____ Date_____

HELPERS

Helpers play an important part in our lives. They often make sacrifices to help us work our way through rough situations. Helpers can be almost anyone - relatives, friends, teachers, etc.

On the lines which follow, talk about a time when a helper was around to help you. Describe the situation, who the helper was, how you were helped, how you felt being helped, and what finally happened with your situation.

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Name_____ Date_____

ABOUT FRIENDS...

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THE FOLLOWING QUESTIONS ARE ABOUT FRIENDS. TRY TO ANSWER THEM HONESTLY.....

1. I feel super when a friend_____

_____

2. My friends think that I am _____

_____

3. One nice thing that a friend has done for me is_____

_____

4. I talk to my friends about_____

_____

5. I feel sad when a friend_____

_____

6. It is important that my friend_____

_____

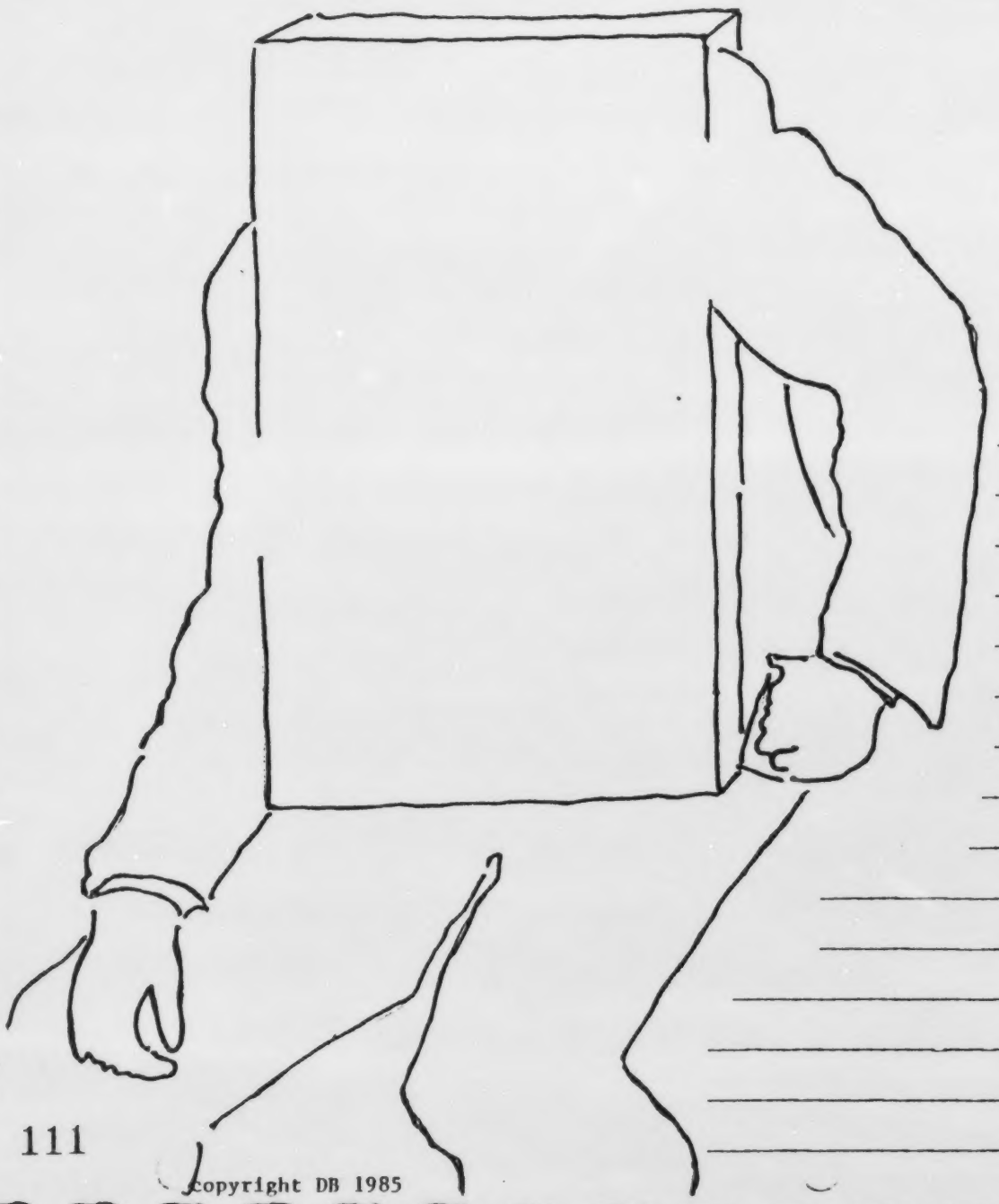
7. I was honest to my friend when_____

_____

8. For a good time, my friends and I _____

_____

_____



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Name_____ Date_____

RESPECT...

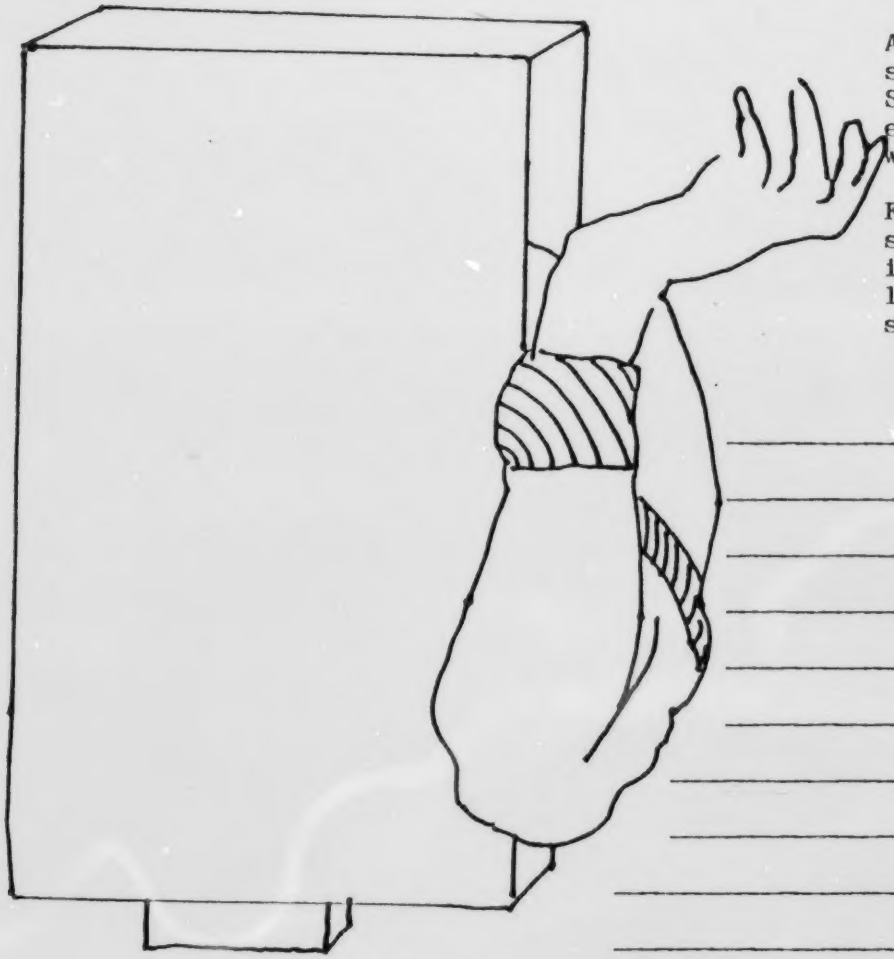
Name someone in your class that you respect and look up to.

Person's Name_____

Name three things that you respect most about this person, then write a short story about him or her.

Name_____

Date_____



LOVERS...

All of us our lovers. There are a number of very special people in our lives that we love very much. Some of us really love parents, relatives, neighbors, etc. Some of us even marry that special person that we love.

For this assignment, you will write a story about someone that you love. Make sure that your story includes who that person is, how both of you show love for each other, why you love that person, and so on. Don't be ashamed to be very truthful.

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Name_____ Date_____

HEROES...

We all have heroes...and they are good to have. These heroes are people that we look up to and would like to pattern our lives after. Try to name three (3) or four (4) people in the chart below that you like and would like to be like.

Don't forget to tell why you like them, and what you would have to do to be like them.

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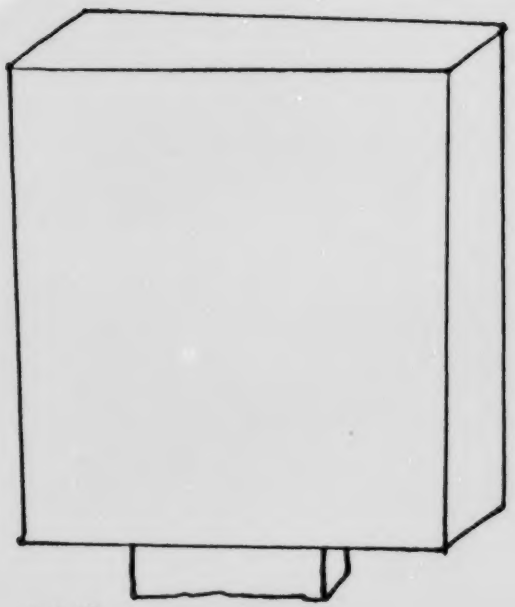
Name_____ Date_____

MY PEDESTAL

A Person That I Admire And Would Like To Be Like Is.....



117

118

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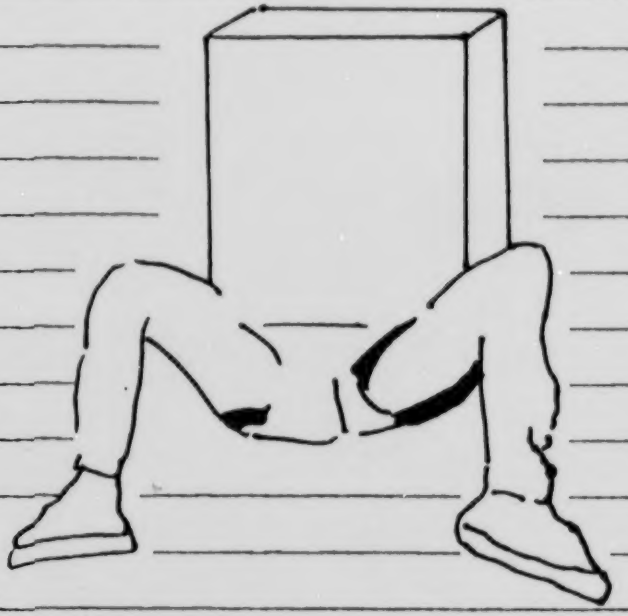
Name_____ Date_____

OUR ELECTED OFFICIALS...

You know, our elected officials are people that we elect (or vote for) to hold public offices in our communities. They have a responsibility to listen to our many complaints and to try to do things to make our lives and communities better.

What kinds of things would you recommend to a elected official in your community that needed to be changed, removed, or improved. Tell me your reasons, also. They are very important.



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Name_____

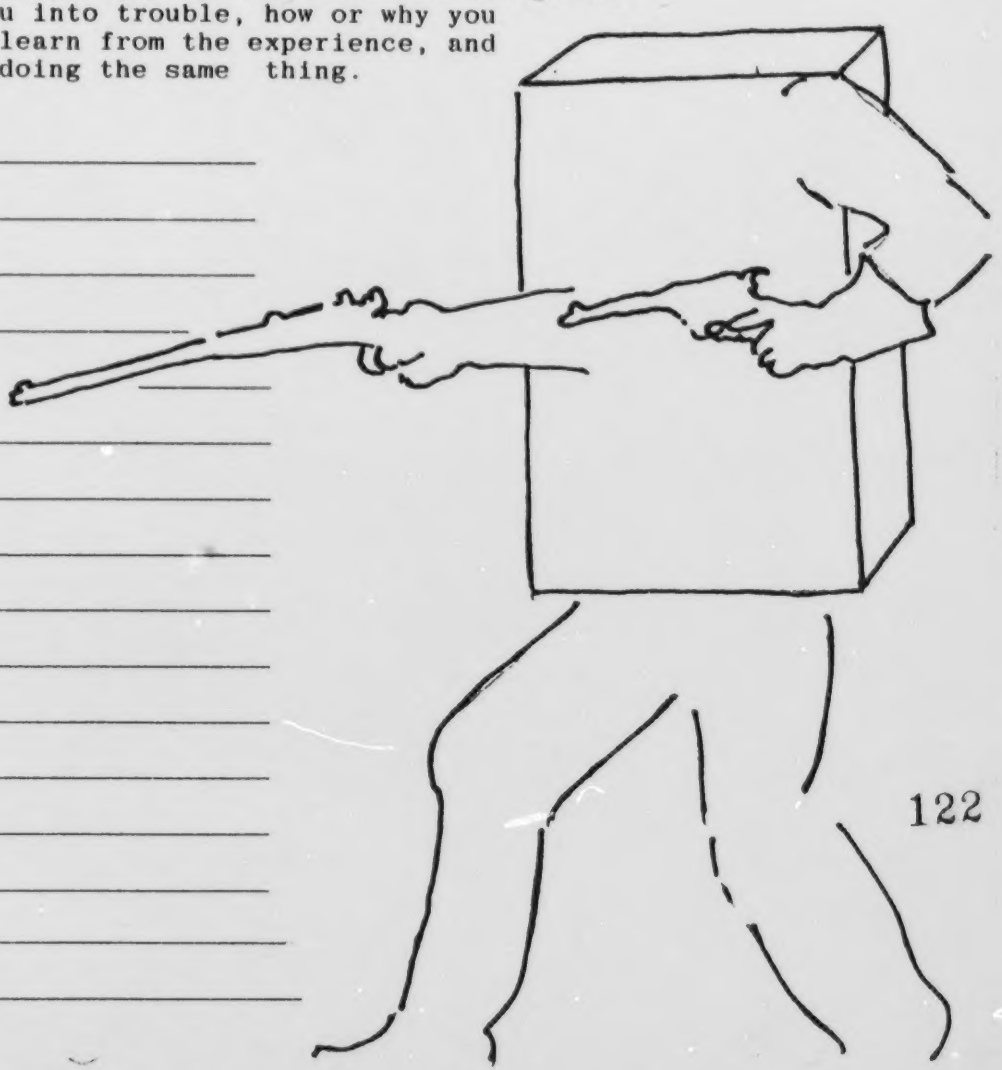
Date_____

JUST ONE MORE CHANCE

All of us get into trouble at one time or another. Some of us are fortunate enough, or lucky enough, to get one more chance. We feel that we will not get into trouble again...that we have learned from our mistake.

In the spaces below, describe a time when you got into trouble and was given a second chance. Talk about what got you into trouble, how or why you received a second chance, what did you learn from the experience, and if you ever got into trouble again for doing the same thing.

121



122

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Name_____ Date_____

LAW AND ORDER:RULES...

Everyone knows what laws are...right? Laws are like rules that grown-ups are supposed to follow. They are society's way of letting us know what we can and cannot do. For this assignment, you will have to name some of the laws that you run into at home and school. I want you to give your opinion on the law...is it a good one, a bad one, and why?

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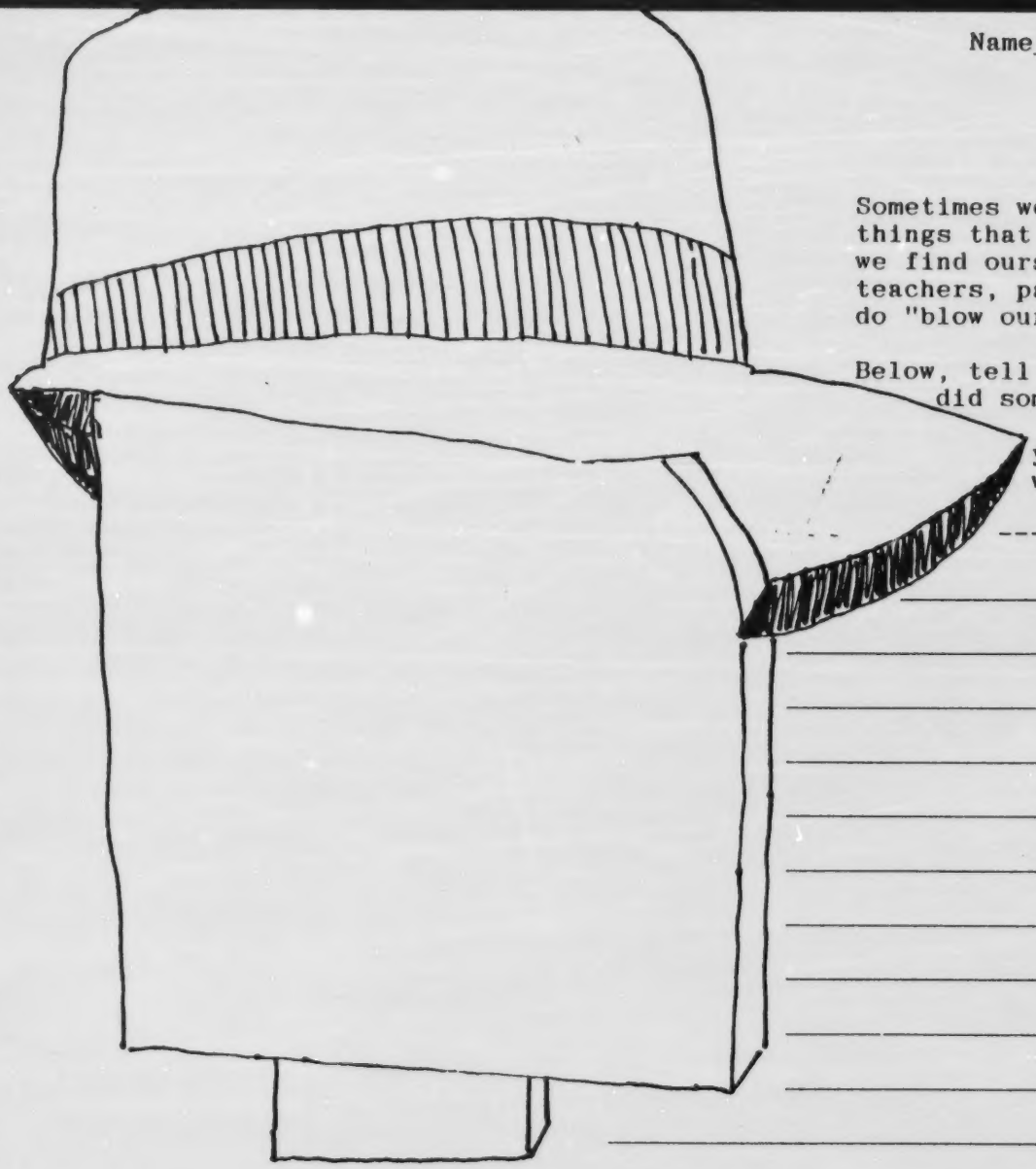

Name_____ Date_____

I SHOULDA BEEN COOL...

Sometimes we lose our heads and either do things or say things that we have no business saying or doing. Usually, we find ourselves getting into trouble with friends, teachers, parents, or other authority figures when we do "blow our cool."

Below, tell about a time when you "lost your cool" and did something that you really regretted. Tell what happened in the situation, what happened to you afterwards, and what you learned from the whole thing.

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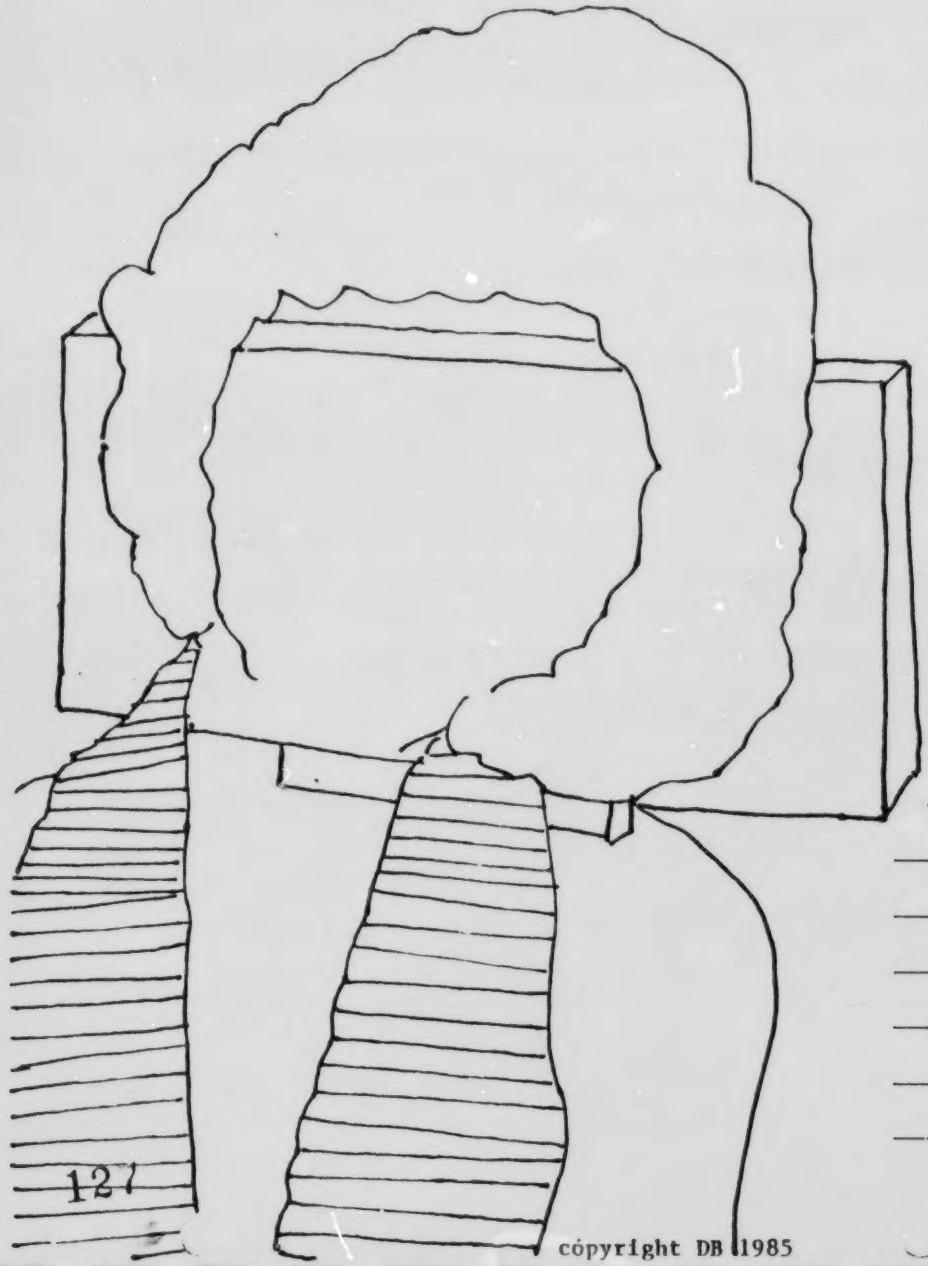
Name_____ Date_____



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WE ALL MAKE MISTAKES...

Yea, we all make mistakes, sometimes. Mistakes are very natural and normal. The important thing is what we learn from those mistakes that we make.

In the spaces below, tell about a mistake that you made and the kinds of things you learned from it. Give me a good idea of all the things that contributed to the situation...

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Name_____ Date_____

TOO MUCH TEMPTATION

We all have a good idea of what's wrong and what is right. But sometimes, the temptation to do something that we know is wrong is so great, that we almost do it anyway. In the spaces below, tell about a time when you were tempted to do something that you knew wasn't right. Be sure to tell what it was, what made it so tempting, and how you felt afterwards.

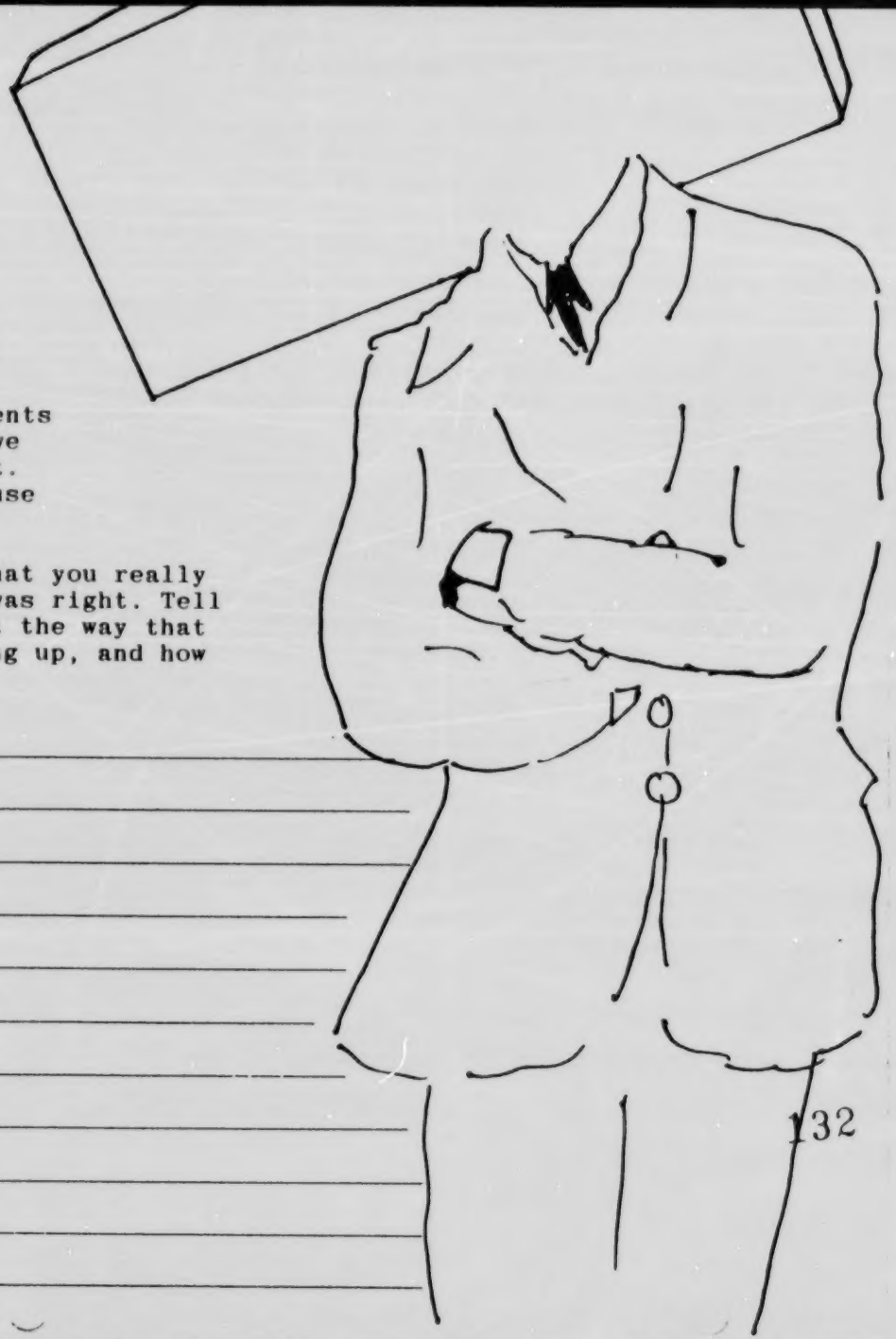
Name_____

Date_____

STAND UP!

Sometimes at school, or at home, we have to stand up for something that we really believe to be right. Everyone around us, including our friends, teachers, and parents may think that we are "dead wrong", but we know deep in our hearts that we are right. Sometimes, we even get into trouble because of this belief.

In the spaces below, tell about a time that you really sttod up for something that you thought was right. Tell what the situation involved, why you felt the way that you did, what happened to you for standing up, and how you felt afterwards.



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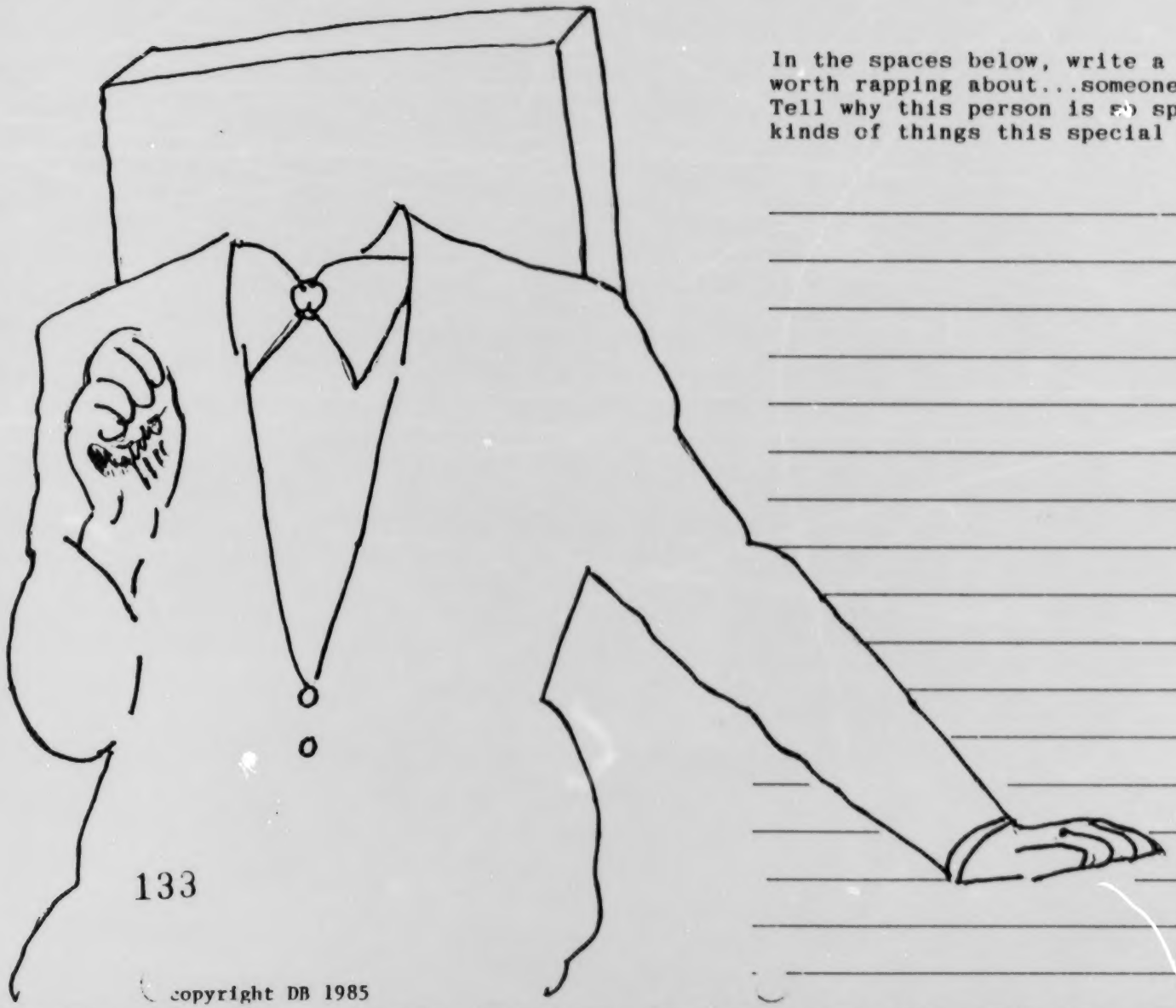
Name_____

Date_____



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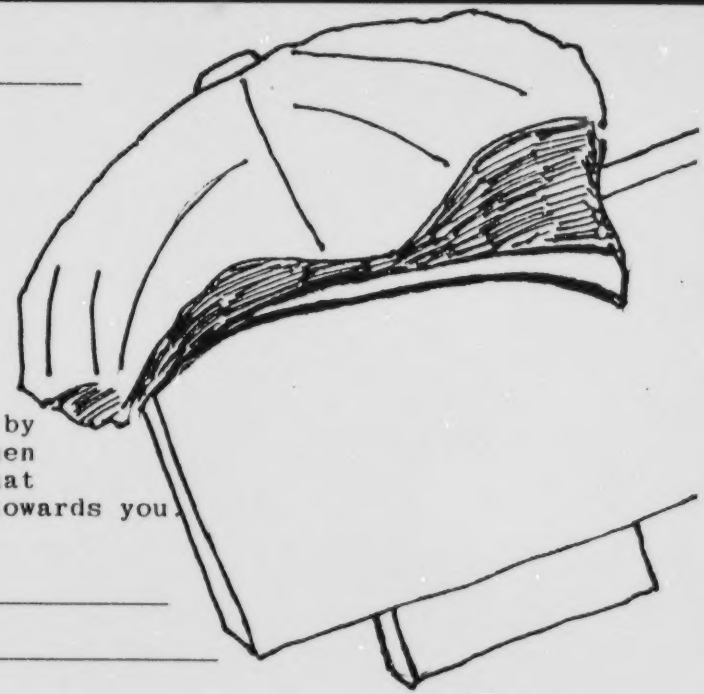
SOMEONE WORTH RAPPING ABOUT

In the spaces below, write a story about someone worth rapping about...someone very special to you. Tell why this person is so special to you...what kinds of things this special person does...etc.

Name_____ Date_____

TO DANCE TO THE TUNE OF A DIFFERENT DRUMMER



People are said to "dance to the tune of a different drummer" when they always seem to be doing things differently or behaving (or having different attitudes) in an uncommon way.

There is nothing wrong being this way either. It just shows that we have our own ideas and are not influenced by everyone else. In the spaces below, tell about a time when you were or did something very different. Let me know what it was, and how you felt. Also tell me how others felt towards you.

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Name_____ Date_____

ON MY SOAPBOX:
ME AND MY OPINIONS...

Each of us has some very important opinions that need to be shared with others. Really, others are just dying to hear what we have to say on subjects ranging from the weather in China to the price of rice in Montana.

In this assignment, youth willselect "secret" topics and must talk about their assigned subject without interruption for 10-15 minutes.

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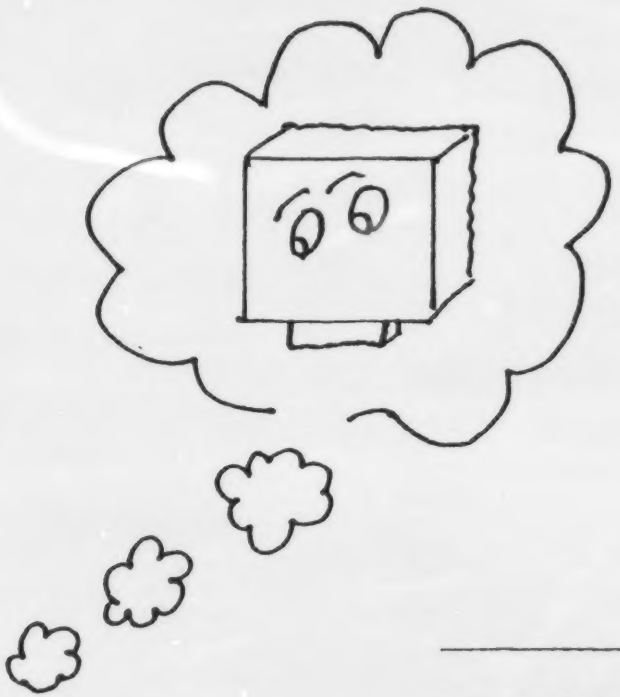

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Name_____ Date_____

DARE TO DREAM...

Dare to dream....Take a chance and dream about your future. Take a chance...try it. Sit back, close your eyes, and imagin what you plan to be doing in the next twenty (20) years. If we work hard enough at them, these dreams WILL come true; we just have to commit our efforts to them.

For this drill, look into the stars. Look into your future and dream. Dream about the kinds of things you see yourself doing, what kind of person you wind up being, and so on.

Take the chance; dare tc dream. It's the first step towards making your dreams, your future, come true.

Name_____

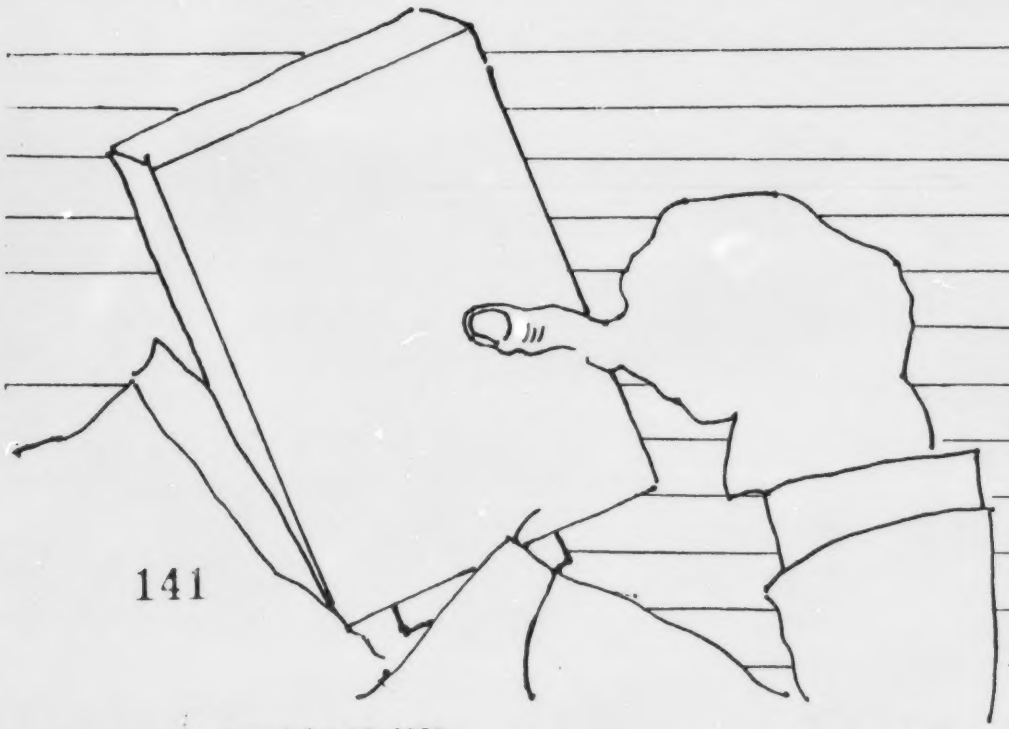
Date_____

A LONG TIME COMING: THE CURE

There are a number of diseases, ailments, and physical disabilities for which there are no cures. All of the medicine in the world cannot do a thing when we come down with these afflictions. We have to bear the pain and discomfort for as long as they last.

It would be fantastic if someone could invent a cure for some of these depressing problems. If you could create a cure for a disease, which disease would you choose to cure. Tell why you selected that disease, how you went about making your cure, what your cure's effect on people would be, etc.

A Cure For_____



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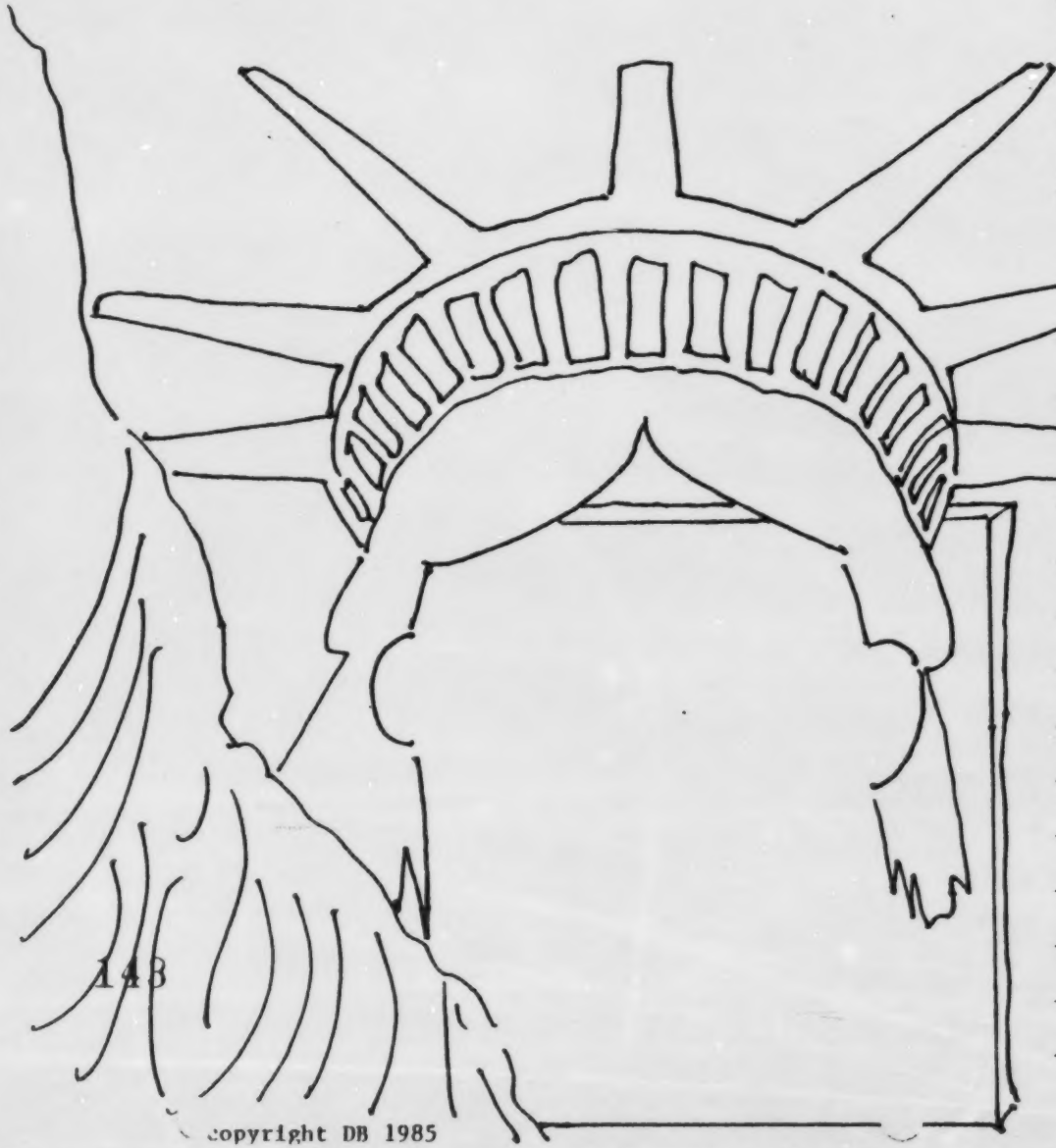
Name_____ Date_____

LET'S CLEAN IT UP...



When we really look around our communities, we see a lot of things that need cleaning up and improving. You are going to name something that you think needs cleaning up, or improving, in your community, and tell me how you're going to clean it up.

How will things be different in your community after you've done your cleaning up?

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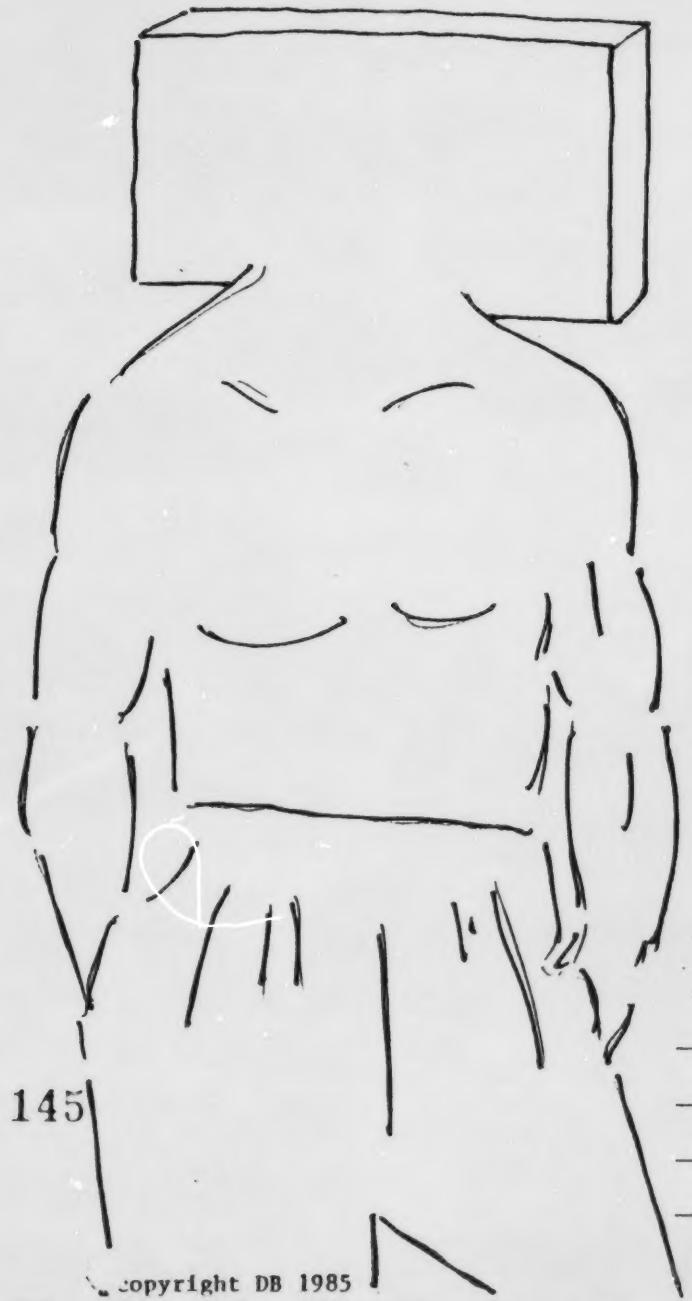
Name_____



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Date_____

MY COMMUNITY

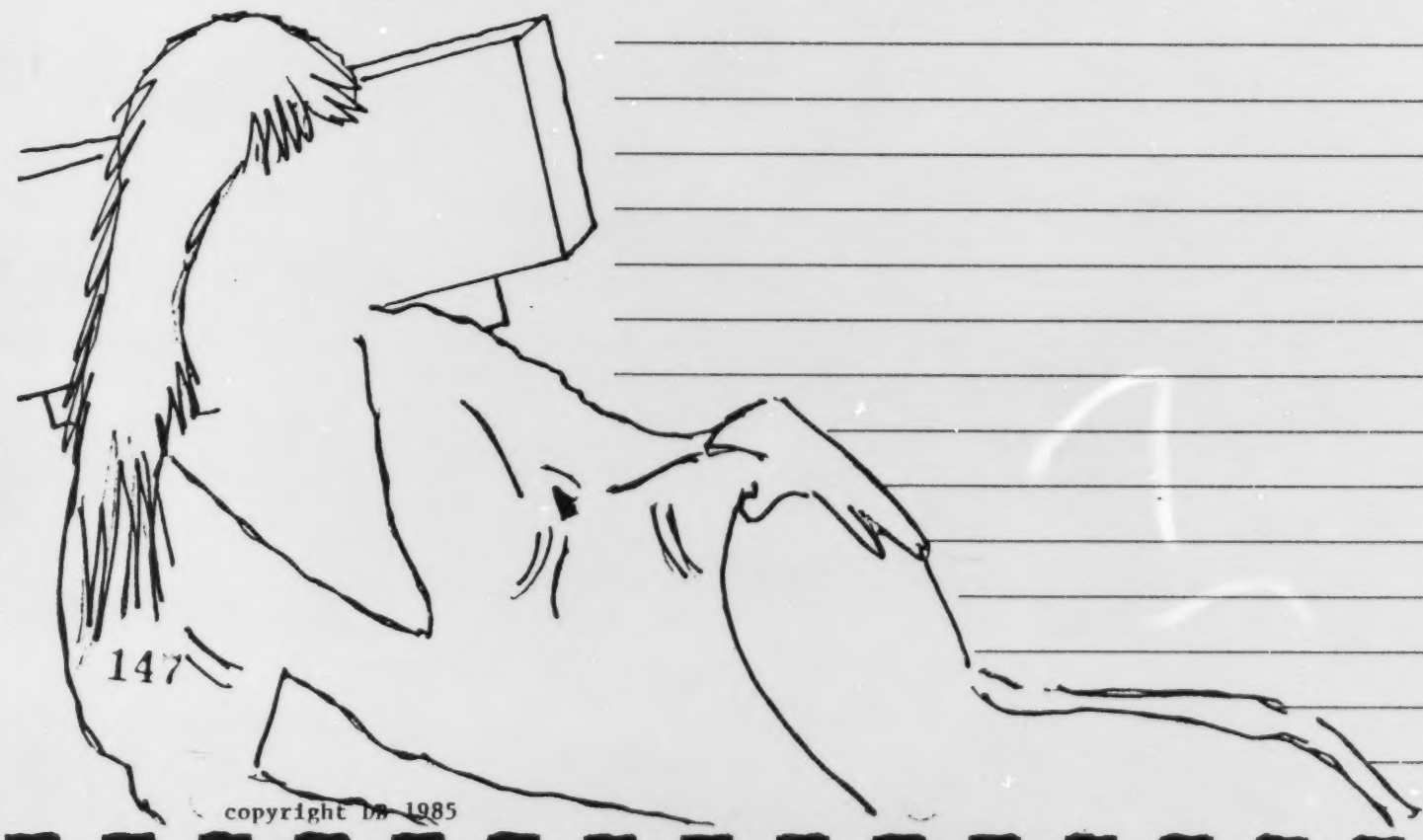
Just like all communities, there are a number of things in my community that I don't like to see going on. It hurts me to see the vandalism,crime, shootings, drugs, and gangs that give my neighborhood a bad reputation. In the spaces below, I am going to describe what I think is the biggest problem in my community. I will describe the problem, talk about its effect on other people in the community, and what I will do (or would like to do) to make my community a better place to live in.

Name_____ Date_____

THERE MUST BE A REASON WHY:
DRUGS IN MY COMMUNITY

You know, the problem is bigger than my community alone. Let's face it, DRUGS AND ALCOHOL, ARE A PROBLEM IN ALL COMMUNITIES. But one thing I don't understand is why so many young people get involved in drugs and alcohol.

In the spaces below, I will talk about why young people mess with, and get messed-up, by drugs and alcohol. I will talk about what can be done for young people so that they don't have to use substances.



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Name_____

Date_____

WHAT I KNOW ABOUT DRUGS!

It is almost impossible for us not to know anything about drugs and their effects on us. We see them on television...we hear songs about them...and we see them in our communities so often. In the spaces below name two (2) drugs that you know something about. Give me the name of the drug and tell me what it does to people who use it.....

DRUG # 1
Name_____

Effect_____

_____

_____

_____

_____

_____

_____

DRUG # 2
Name_____

Effect_____

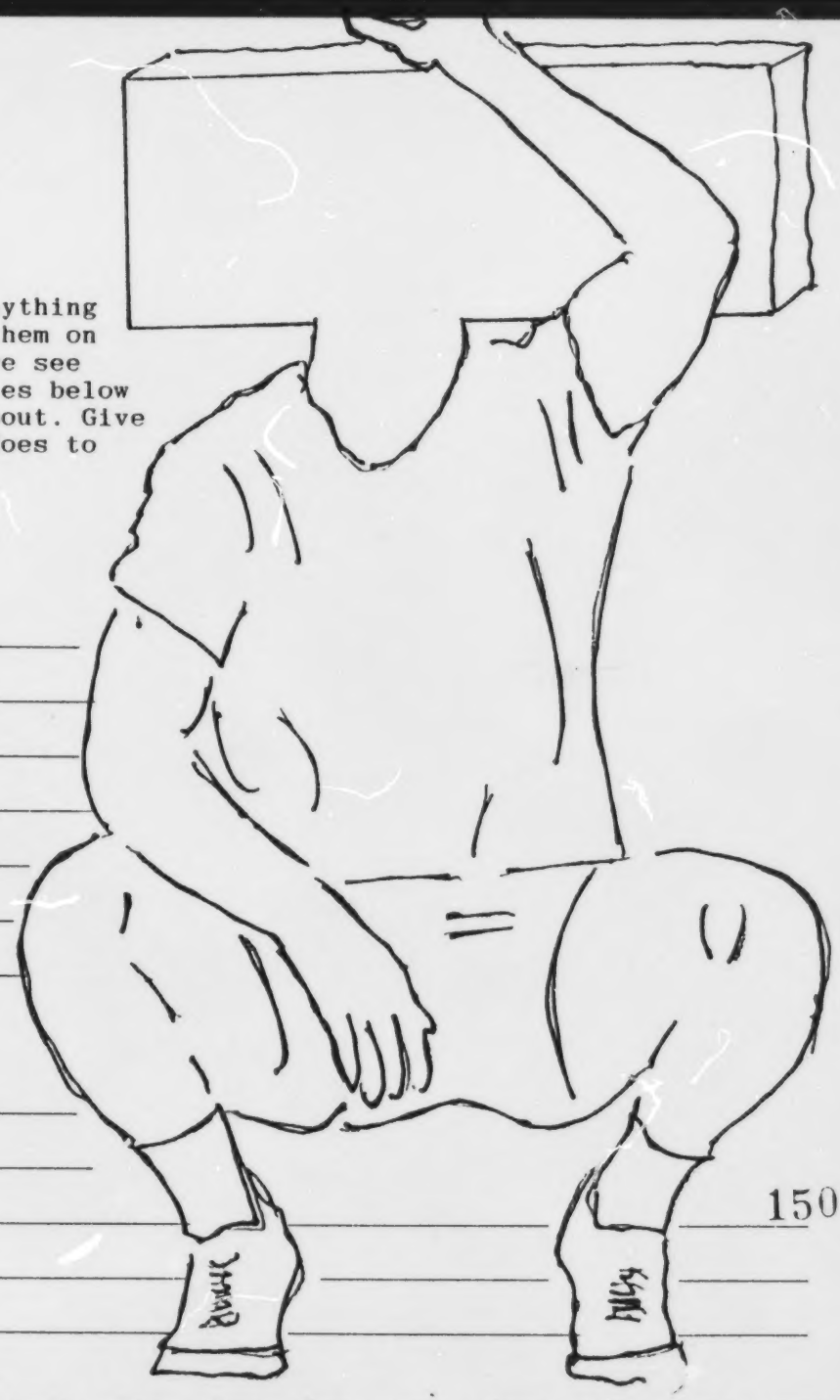
_____

_____

_____

_____

_____



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Name_____ Date_____

The world won't get any better if we just let it be...
We've got to change the world, just you and me.....

CHANGE AGENTS

This activity requires you to listen to WAKE UP EVERY-BODY by Harold Melvin and Teddy Pendergrass. This is a song about CHANGE...What it will take from different people to MAKE THE WORLD A BETTER PLACE IN WHICH TO LIVE.

Listen to the words of the song, and try to answer the following questions.

1. How many people are mentioned in the song as needing to WAKE-UP?_____

2. Name all of those needing to WAKE UP and what they must do to make the world a BETTER PLACE TO LIVE IN.

_____

_____

_____

_____

_____

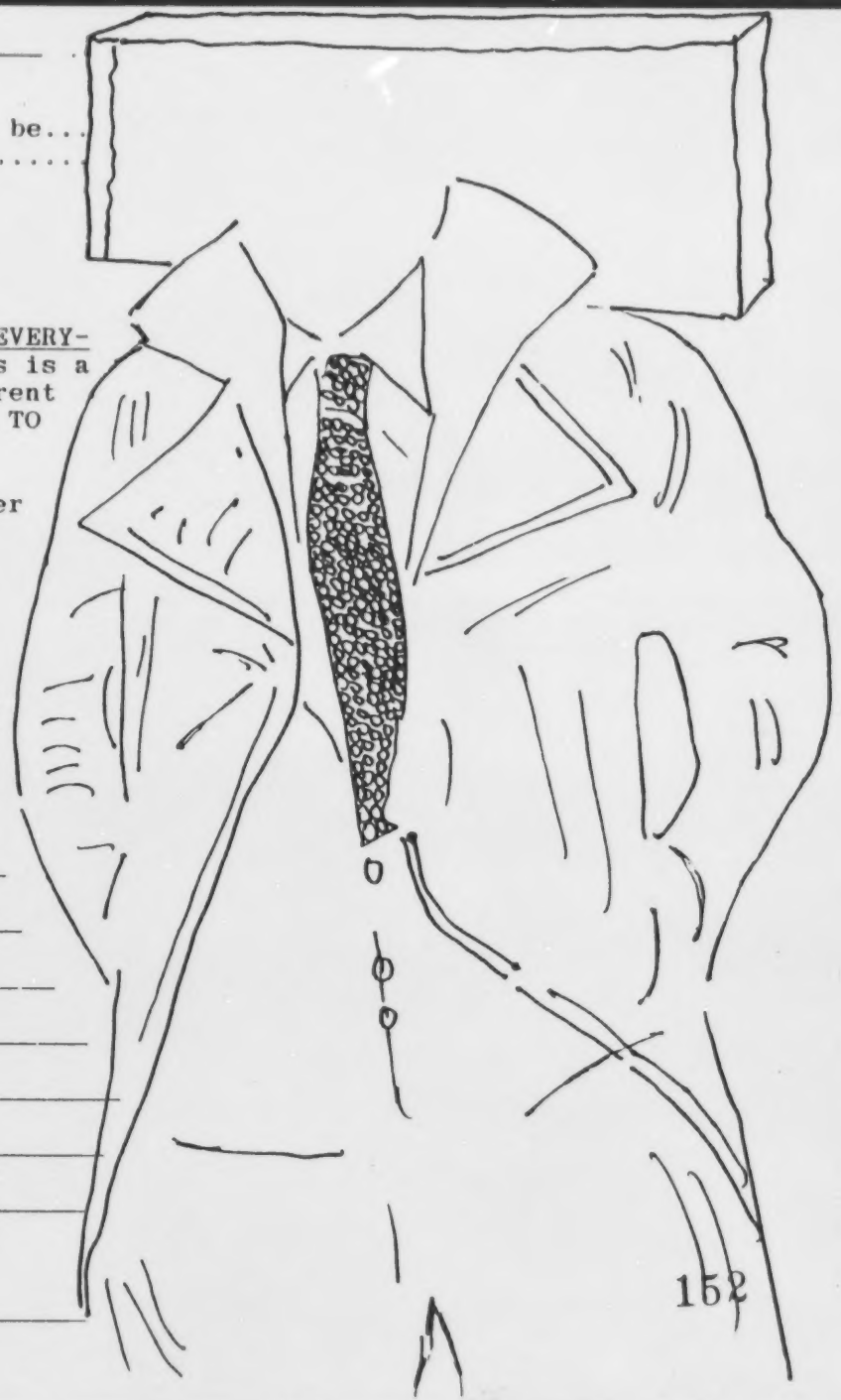
_____

_____

_____

3. How must YOU CHANGE to MAKE THE WORLD BETTER?

_____



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Name_____ Date_____

COMMERCIALS & ADVERTISEMENTS

Commercials and other kinds of advertisement really play an important part in our lives. We are often times influenced to do things, say things, or buy things because we are being bombarded, or hit, with commercials everyday.

In the spaces below, describe a commercial or advertisement that you've noticed. Describe the commercial and what it's trying to influence you to do. Tell me if you did what the commercial was asking you to do. If you did, tell me why...if you did't, also tell me why.

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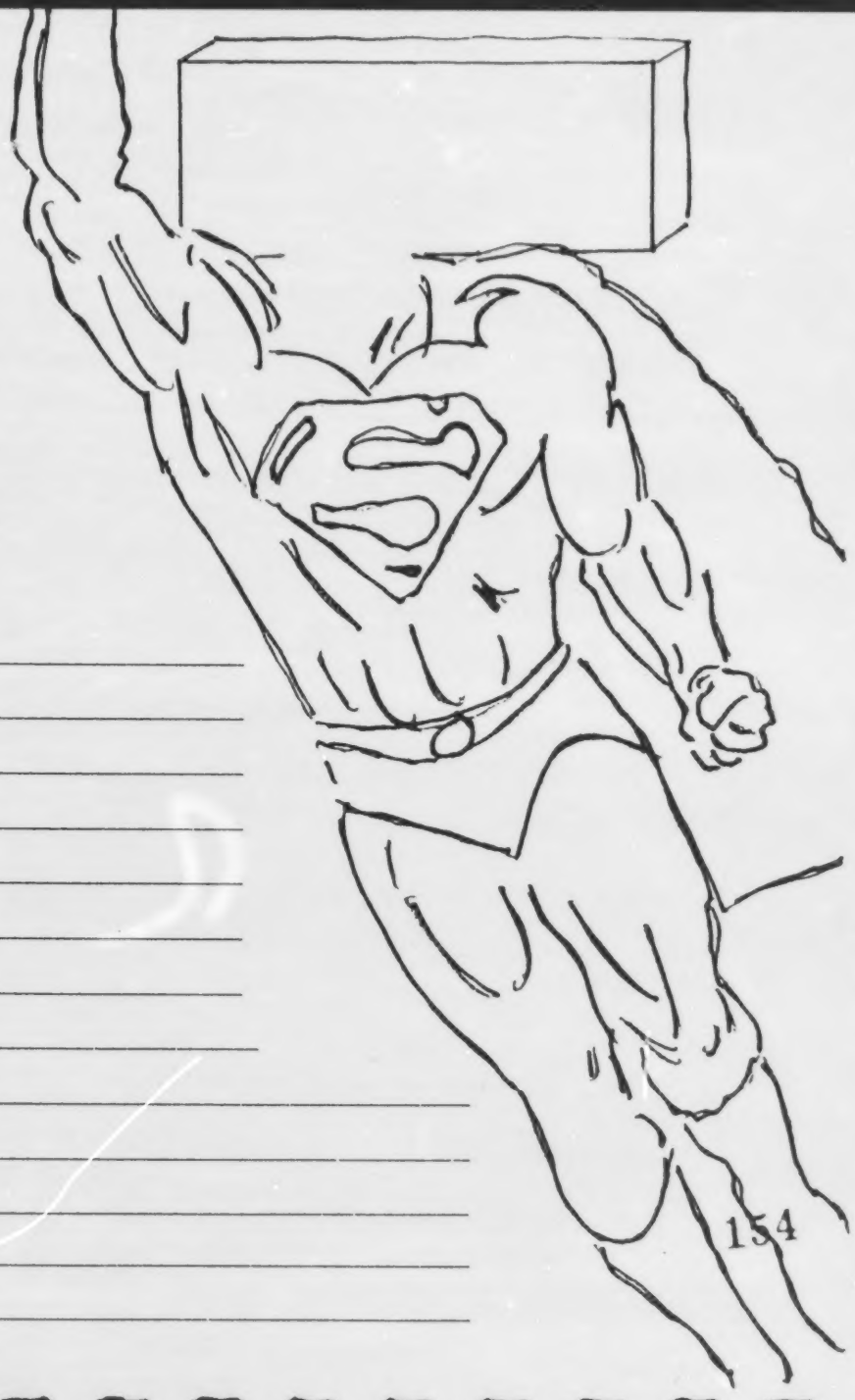

Name_____ Date_____

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A MIND IS A TERRIBLE THING TO WASTE...

A mind is truly a terrible thing to waste. Yet, all around us, everyday, we see our friends and relatives really wasting their intelligence and other special abilities. They seemed to have gone down "the wrong road" and are "really lost" now.

But you know, the brain is like a piece of equipment. If you stop using it, it gets rusty. Like muscles that don't get exercised properly, they get weak and are constantly prone to injury.

In the spaces below, write about your opinion on why a mind is a terrible thing to waste. If you know someone who has "wasted" his/her intelligence, write about them. This assignment is hard, so don't give up!

Name_____ Date_____

JUST SAYING NO.....

Have you ever been in a situation when it was really hard to say NO to your friends about something that they wanted you to do with them. Even though we all know what the difference is between what is RIGHT and what is WRONG, it is still saying NO around our friends.

In the spaces below, describe a time when you had to say NO to your friends. Describe the situation and tell why it was so difficult saying NO. Tell how your friends felt and how you felt afterwards.

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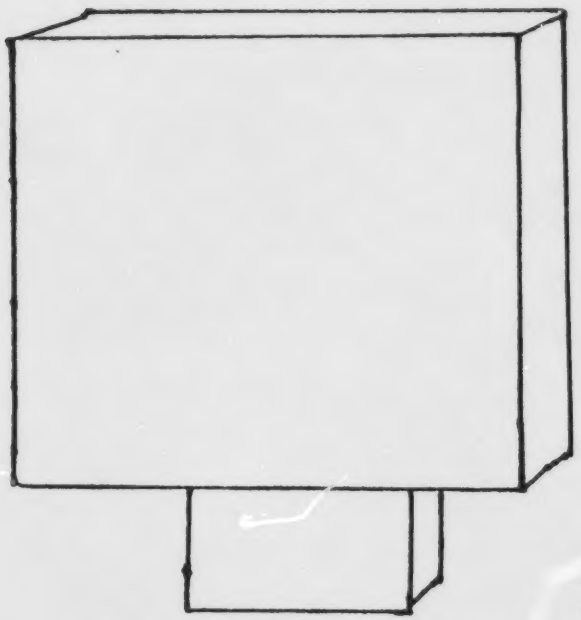
Name_____ Date_____

SCHOOL



These questions are about the school you attend:

1. What is the name of your school?_____

_____

2. What do you like about your school?_____

_____

3. What don't you like about your school?_____

_____

4. If you had the power, what would you change in your school?_____

_____

5. What is the best thing about your school's teachers?___

_____

6. Why do you think kids come to your school?_____

_____

7. If you suddenly became rich and had to spend your new money on your school, how would you spend it?...On What kinds of things?_____

_____

_____

_____

_____

_____

_____

_____

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Name_____ Date_____

THE ARCHITECT IN ME: DESIGNING THE PERFECT NEIGHBORHOOD

For this activity to work, you must really use your imagination. What would you do if you were able to design the perfect community? What type of buildings would you build and what kinds of people would live there? What kinds of problems, if any, would your community have? How would your community be perfect-free from problems- and how would you keep it that way? Don't forget to explain why people would not want to leave this neighborhood you are designing.

What Are Some Ways Of Making Your Present Community A Better Place To Live?_____

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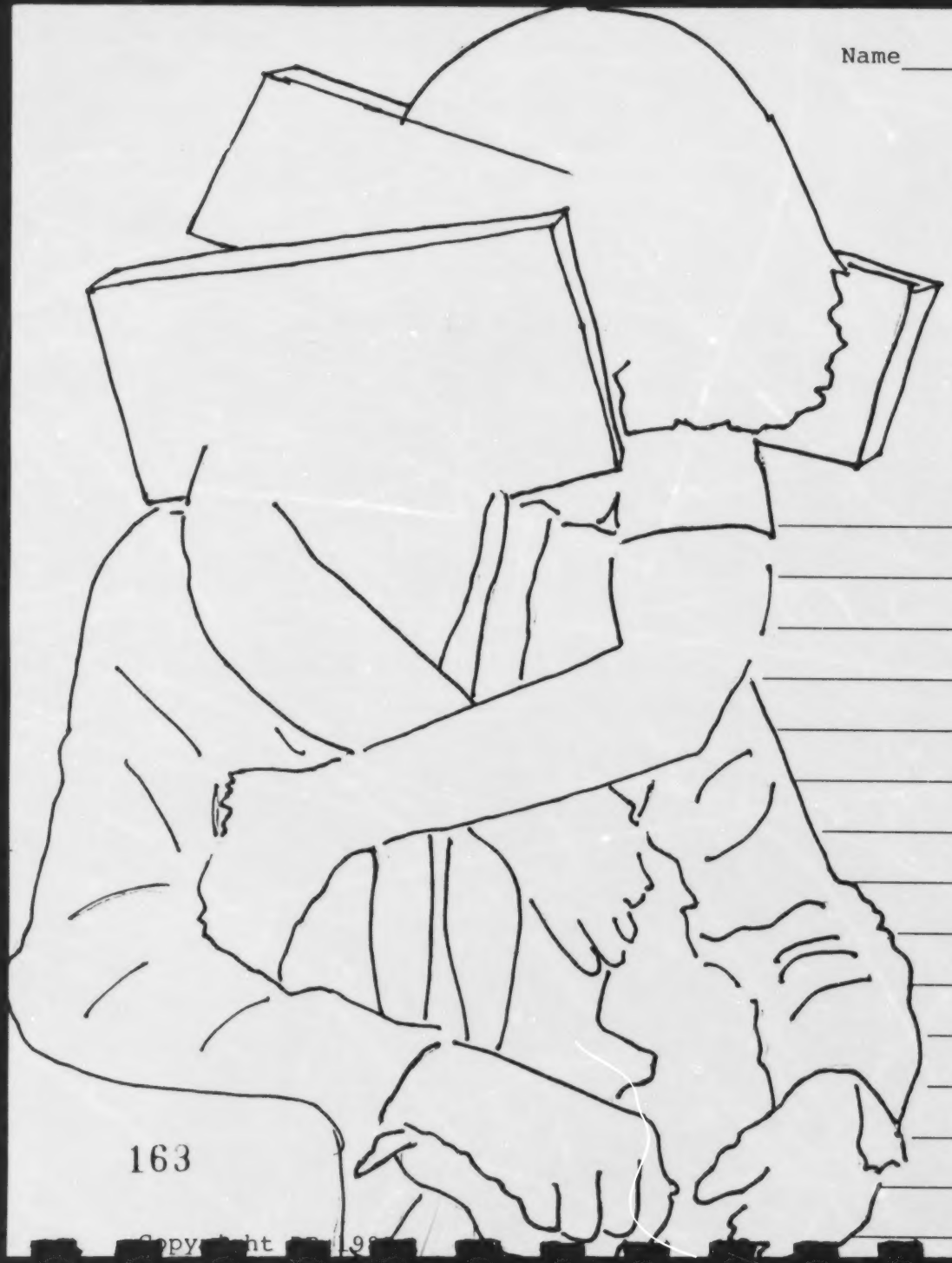

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Name_____ Date_____

STRONG BELIEFS...

We all have certain things that we believe in very strongly; sometimes, these things are called values. These values/beliefs play an important role in our lives; they effect the way we think and the way we act.

In the spaces below, talk about one or two of your most important beliefs/values. Talk on how these beliefs and values have effected your life and why you believe in them so strongly.

Name_____ Date_____

BAD HABITS...

Everyone that I know has at least one bad habit; why, it's only natural! We all do things that we feel we should stop doing like biting our nails, smoking, talking back, putting things off until tomorrow before doing them, and so on.

Once you get a bad habit, it's really hard stopping or breaking it. We have to really work hard to put that habit down.

On the lines below, describe one of your bad habits (something that do all of the time) and its effect upon you. Tell how you are going to get rid of it, also

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Name_____

Date_____

WARM MEMORIES. ..

This activity requires you to think back and tell about some of your warmest memories...things and people from your past that you will never forget... that, perhaps, played a very important part in your life.

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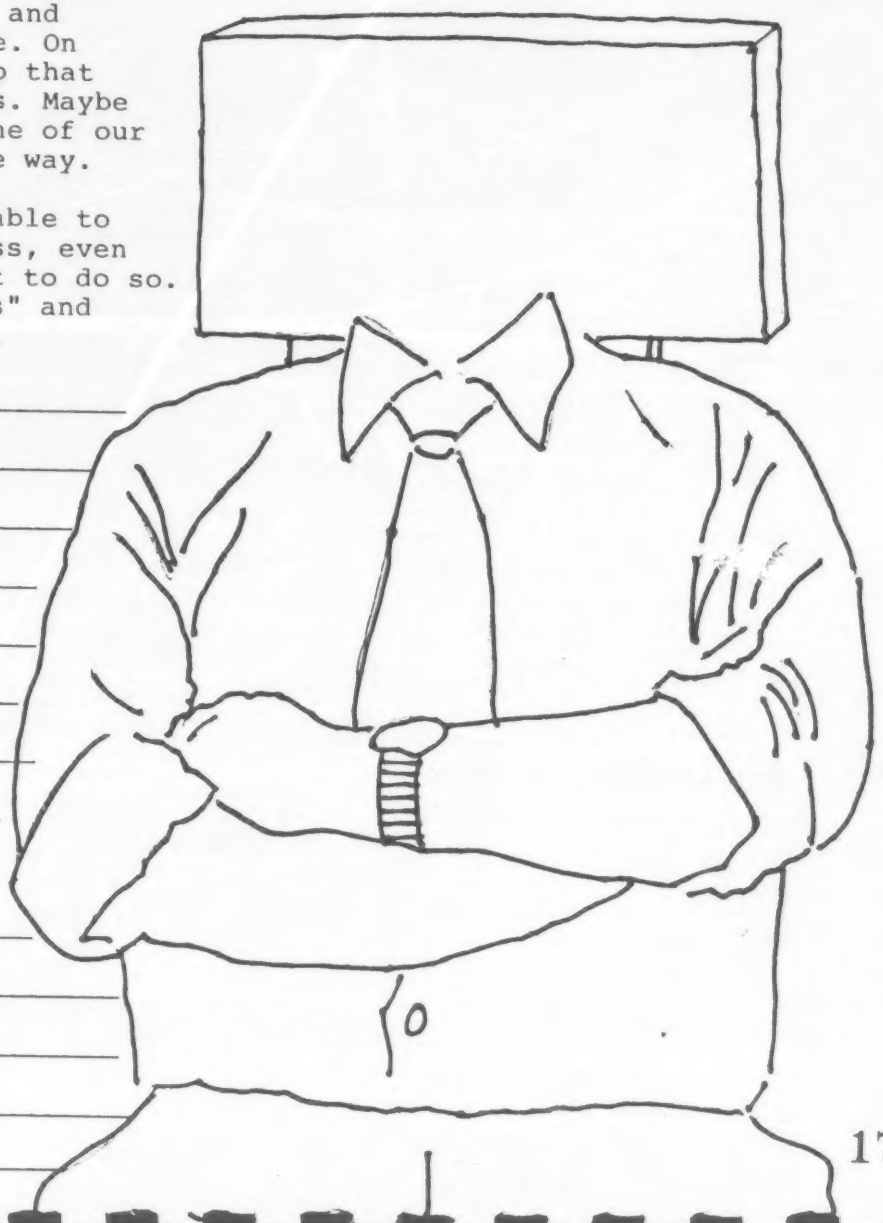
Name_____ Date_____

ROAD BLOCKS TO COMMUNICATION...

Sometimes, we try to talk to other people and nomatter what we say, they get an attitude. On other occasions, something always comes up that prevents us from getting our point across. Maybe its the way we stand when we talk, the tone of our voice, our attitude, etc. that gets in the way.

Below, tell about a time when you were unable to talk with someone and get your point across, even though you really thought it was important to do so. Describe the things that were "road blocks" and what their effect was on the conversation.



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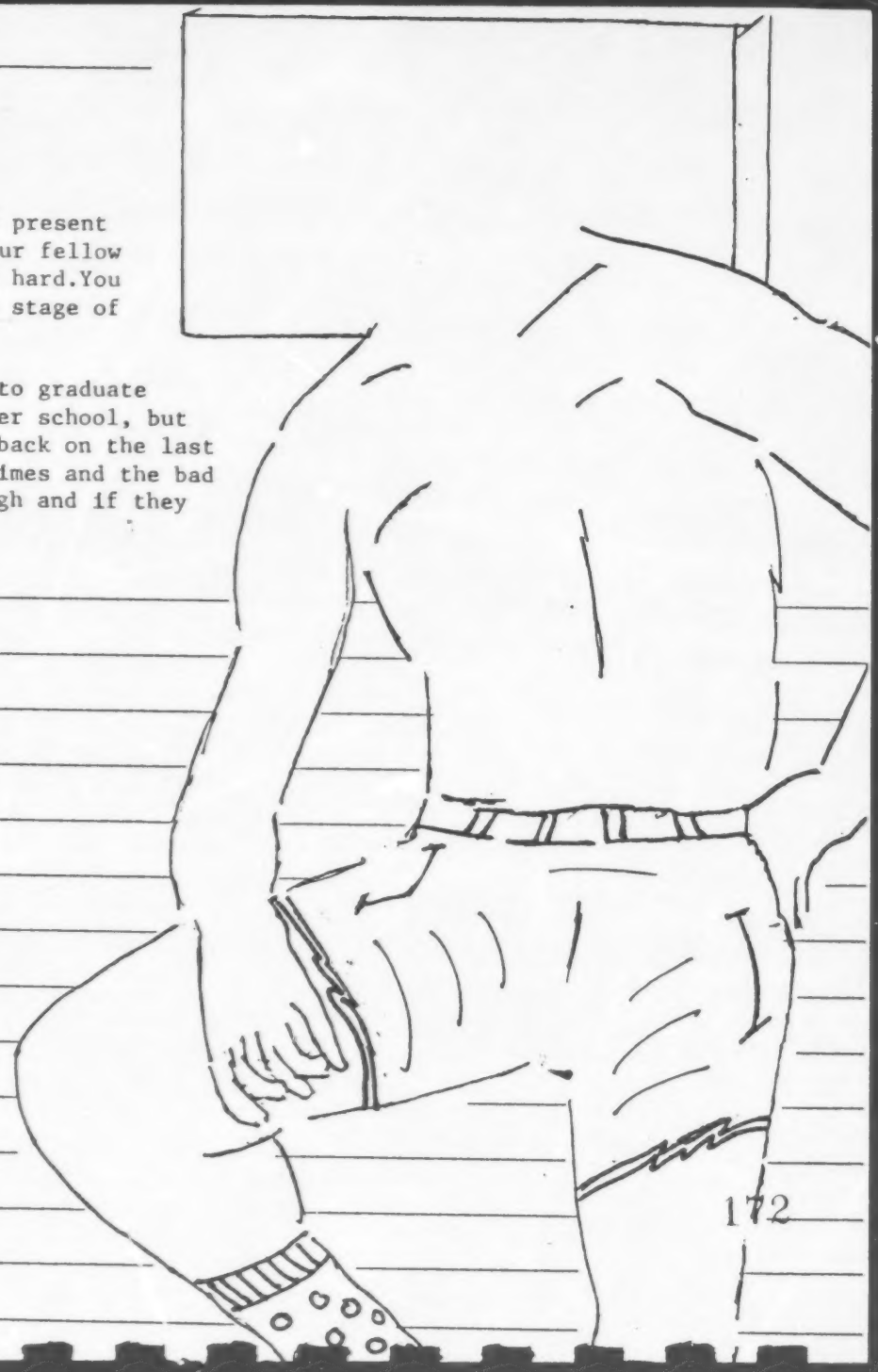
Name_____ Date_____

"NOW THAT IT'S FINALLY OVER"

Just think...only a few years ago, you were attending your present school for the very first time. School seemed so large, your fellow classmates seemed so unfriendly, and the work seemed oh so hard. You really wondered how you were going to make it through this stage of your life.

Well, kid, you have made it! In a few days, you are going to graduate from your present school and start all over again at another school, but at a higher level. In the spaces below, I want you to look back on the last three to five years. Tell me about them...about the good times and the bad times. Tell me about all of the things you had to go through and if they were worth it.



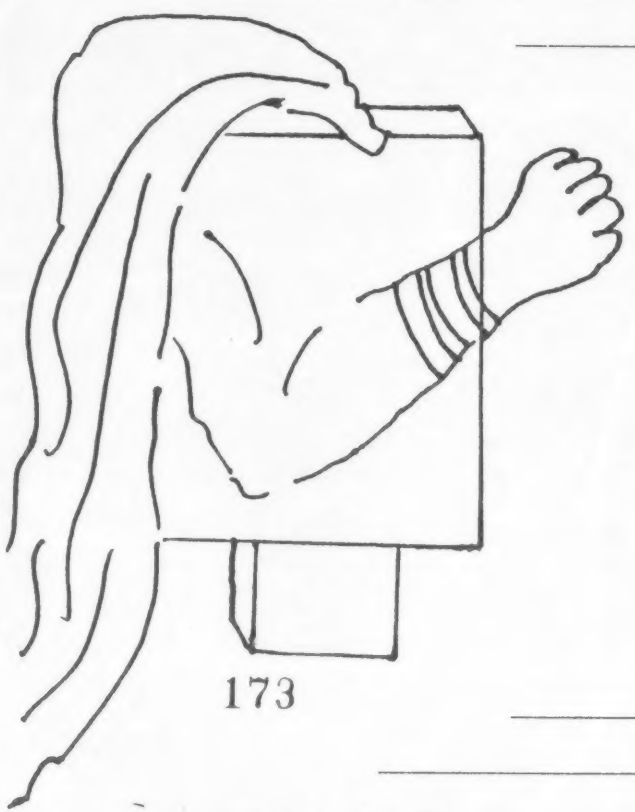
Name_____ Date_____

A GIVING SITUATION

It feels good to receive awards. It makes us feel good about ourselves and it also makes us feel appreciated. As young people, you are always receiving awards in school for a number of things. These things include citizenship, attendance, health habits, grades, and a number of other things.

But, how many of you have ever thought about your teachers (or counselors) and giving them awards for a job well done. Because teachers and counselors are so different from each other, each teacher or counselor probably has done something deserving of a very special award.

Think about your teacher or counselor and the special award they deserve. Write a story about the award and the reasons you're presenting it to them.



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Name_____ Date_____

A REAL CLASSY PERSON: MY TEACHER

1. My teacher's name is _____
2. He/she was born in_____
3. His/her interest and hobbies are_____

   _____

4. His/her favorite...

   a. Color_____

   b. Food_____

   c. Sport_____

   d. Movie_____

   e. Kind Of Book_____

   f. Type Of Music_____

   g. School Subject_____

   h. Thing To Wear_____

5. Write about something that happened between you and your teacher that you'll never forget. I'll never forget the time when my teacher...

   _____

_____

_____

_____

_____

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ACKNOWLEDGEMENTS

The general concepts underlying a number of exercises/activities presented in **FOR SQUARE PEGS ONLY** were obtained from a review of a number of Prevention Curricula and the following texts, in particula....

The Month-To-Month Me
Author: Linda Swartz

People Need Each Other
Author: Cherrie Farnette
Imogene Forte
Barbara Loss

Values
Author: Elayne Sidley

I've Got Me And I'm Glad
Author: Cherrie Farnette
Inogene Forte
Barbara Loss

Pickles & Jams
Author: Project INFO

It's Up To You
Author: Focus Center

Feeling Good
Author: Darnell Bell
Watts Health Foundation

Exercises and activities from the above were in some cases revised, reformatted, and "altered" with "high tech animations" to be more visibly attractive and relevant to inner city youth and to solicit a higher level of response from these same youth.